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ABSTRACT

Project BECOME at Sarah J. Hale High School in Brooklyn, New York, was designed to provide instruction in English as a second language and in native language arts, as well as bilingual instruction in social studies, mathematics, and science, for Hispanic and Haitian high school students of limited English proficiency. In 1981-82, the second year of implementation, the project served 210 students. This report describes the project context, participant characteristics, objectives, organization, staffing, instructional activities, noninstructional activities (support services, curriculum development, parent involvement, staff development, and extracurricular activities), and evaluation. Evaluation results indicate that, in general, the program participants (1) met the criterion objective of one English syntax objective mastered per month of instruction; (2) made gains in English language skills, native language arts (Spanish, or French and Creole) mathematics, science, and social studies; (3) achieved high rates of success in business and vocational courses; and (4) had an attendance rate that was higher than the overall school attendance rate. Recommendations for improving the effectiveness of the program are presented. (MJL)

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O.E.E. Evaluation Report

February, 1983

Grant Number: G00-800-6581

SARAH J. HALE HIGH SCHOOL

PROJECT BECOME

1981 - 1982

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SUMMARY OF THE EVALUATION
FOR PROJECT BECOME
SARAH J. HALE HIGH SCHOOL
1981 - 1982

This program, in its second year of a three-year funding cycle, provided instruction in E.S.L. and native language arts, as well as bilingual instruction in social studies, mathematics, and science, to approximately 120 Hispanic and 90 Haitian students of limited English proficiency in grades nine through twelve. All program students were foreign-born. Twenty-six percent were born in Puerto Rico and 12 percent in the Dominican Republic. The rest of the Hispanic students were born in Central and South America. All spoke Spanish at home. Slightly more than 40 percent of the program students were born in Haiti and spoke French/Creole at home. Students varied in English-language proficiency, ability in the native language, and overall academic preparedness.

The basic goal of the program was to facilitate the mainsteaming of participating students by the middle of the junior year through intensive E.S.L. instruction coupled with content-area courses in the native language for both groups. The program's philosophy was one of transition, equipping students with the skills needed to continue their education or to enter the occupational world in the areas of business, cosmetology, or the health professions.

Title VII and tax-levy funds supported administrative and support services staff positions. Instructional services and paraprofessional assistance were funded by a combination of tax-levy, Title I, Title VII, and P.S.E.N. monies. Curriculum materials were developed in Spanish for mathematics, science, and social studies. Supportive services to program students consisted of formal and informal personal and academic counseling, job assistance, a limited number of home visits (three staff members were on leaves of absence), and referrals to outside agencies. In addition, program staff maintained contact with mainstream and vocational faculty in an effort to monitor the academic progress of program students. Development activities for staff members included attendance at university courses, workshops, and conferences, a preservice orientation at the beginning of each semester for both program and mainstream staff to provide an overview of the program, and monthly department meetings. Parents of program students participated in a bilingual advisory council and attended cultural and other program and school-wide activities. The project also sponsored numerous student activities such as trips and family picnics.

Students were assessed in English-language development (Criterion Referenced English Syntax Test and the Test of Proficiency in English Language Skills); growth in their mastery of the native language (La Prueba de Lectura, Test de Lecture, and teacher-made tests); mathematics (New York City Arithmetic Computation Test and teacher-made tests); science (teacher-made tests); social studies (the New York City-Wide

Examination in Bilingual Social Studies) and teacher-made tests); and *attendance (school and program records)*. Quantitative analysis of student achievement indicated that:

--Overall, both Spanish- and Haitian-speaking program students mastered one CREST objective per month of instruction, thus meeting the criterion set as the program objective.

--On the *Test of Proficiency in English Language Skills*, both Spanish- and Haitian-speaking program students made gains which were statistically and educationally significant.

--Gain scores on the *Prueba de Lectura* were statistically and educationally significant at each grade level.

--On the *Test de Lecture*, Haitian-speaking students made gains which were determined to be of moderate educational significance. The large gains made by tenth-grade students were also considered to be statistically significant.

--The gains made by Spanish-speaking students on the *New York City Arithmetic Computation Test* were both educationally and statistically significant for the ninth, tenth, and twelfth grades.

--The gains made by Haitian-speaking students on a teacher-made instrument of mathematics achievement were statistically and educationally significant.

--In general, both the Spanish- and Haitian-speaking program students performed well in the content-areas of mathematics, science, and social studies with overall passing rates increasing from fall to spring.

--In native language arts courses, Spanish- and Haitian-speaking program students generally achieved high passing rates in both the fall and spring.

--In business and vocational courses, both Spanish- and Haitian-speaking program students achieved overall passing rates of 100 percent passing in all areas except vocational education (Hispanic students) and typing (Haitian students) in the fall.

--The attendance rate for the bilingual program students was higher than the overall rate for mainstream students.

The following recommendations were aimed at improving the overall effectiveness of the program:

--An assessment of the reasons why program students have not chosen to pursue a career sequence in the health professions should be conducted. In addition, information concerning career opportunities in the health professions should be made available to program students;

--The Haitian component needs greater support in materials development, modification, and acquisition for both the academic and vocational sequences. Communication with other Haitian programs is essential to accomplish this goal;

--An assessment of language dominance and proficiency should be conducted concerning native-language instruction for Haitian students, i.e., French versus Haitian/Creole.

--Technical assistance should be requested from the various agencies dealing with bilingual education with respect to the acquisition and development of native-language materials, especially for the Haitian students;

--The program should continue to prepare students both academically and psychologically for the transition into the mainstream. Communication between mainstream and program faculty should be strengthened to aid in this process.

--Cultural activities which foster interaction between program students and mainstream students should be developed.

--During the 1982-83 school year, the program should concentrate on the area of support services in order to compensate for the Haitian grade advisor's absence during 1981-82;

--The program should strengthen communication with parents of program students, possibly by involving them in a cultural activity to be shared with the school community at large;

--All program publications should be carefully proofread and edited for spelling and grammatical errors;

--The staff development component of the project should be expanded and strengthened, especially for the non-bilingual faculty working with program students. In addition, a materials exhibit by commercial publishers would aid in the development of bilingual program materials. An in-service workshop held after the exhibit would be useful for reviewing and evaluating the materials presented.

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PROJECT BECOME: BILINGUAL EDUCATION AT SARAH J. HALE HIGH SCHOOL

Location:	345 Dean Street Brooklyn, New York
Year of Operation:	1981-1982, second year of three-year funding cycle
Target Languages:	Spanish, French/Creole
Target Population:	350 students proposed, 210 served
Principal:	Mr. Bernard Wolinez
Program Coordinator:	Ms. Alba Del Valle

OVERVIEW

Project BECOME consists of a dual-track program of study leading to academic or vocational preparation in the areas of business, cosmetology, and the health professions for approximately 120 Hispanic students and 90 Haitian students from the South Brooklyn area. The basic goals of the project are to facilitate the mainstreaming of program participants by the middle of their junior year through the use of intensive English as a second language (E.S.L.) instruction concurrently with content courses in the native languages for both groups represented. The basic philosophy is one of transition in order to equip students to continue on to college or to enter the occupational structure in the vocational areas offered. As reported in the project's Title VII proposal, "Among the greatest openings in the New York area will be those for secretaries...cosmetologists...and medical care assistants..."(New York News, December 30, 1979, p. 32). The school believes that the bilingual program students have added marketable skills to offer, given their diverse linguistic and cultural backgrounds.

The students in Project BECOME interact with the student body at large in courses such as music, art, and physical education throughout the four years and in content courses during their senior year.

Support services are provided to bilingual program students through individual counseling, faculty support, and extracurricular cultural activities conducted throughout the academic year.

Several of the students participate in after school part-time jobs and acquire summer work through the Youth Employment Act and other community agencies.

DATA COLLECTION PROCEDURES

This document represents an evaluation of the program that has attempted to encompass information from previous years as well as the current year of the project. It includes quantitative and qualitative data ascertaining the extent to which the program's objectives for academic year 1981-82 were met. Additionally, the data are analyzed with the aim of offering recommendations in support of the program staff in order to more effectively meet the educational needs of the target population.

The data collection process consisted of the following strategies:

1) on-site classroom observations of E.S.L., bilingual content, and vocational courses (a classroom observation instrument developed by the Office of Educational Evaluation [O.E.E.] was utilized for this purpose);

2) interviews with project coordinator and school principal (questions were guided by questionnaires developed by O.E.E. and the evaluation team's agenda based on the project's Title VII proposal);

3) interviews with faculty members and support personnel from Title I E.S.L., Title VII bilingual, and vocational programs (the questions were open-ended and based on an agenda developed by the interviewees and the evaluation team). Among the issues raised during these interviews were:

-- mainstreaming of bilingual students;

-- materials available in native languages both for technical areas and general academic areas;

-- support services available to bilingual students from within and outside of the bilingual program;

-- attendance patterns by groups;

-- diversity of linguistic and academic levels in content subjects and E.S.L. classes;

-- policy concerning the use of native language and English in the classroom;

-- interaction between and among students from different linguistic and cultural backgrounds in various courses;

-- integration of bilingual program students into career components;

-- levels of E.S.L. instruction and placement of bilingual students.

4) data compiled by bilingual project coordinator concerning student characteristics, funding sources, ethnic breakdown of students in the program, and student programming from a questionnaire sent to the project coordinator prior to site-visits;

5) data compiled at O.E.E. on test scores, attendance, and cumulative records for bilingual students.

The personnel and students who were interviewed and observed were extremely cooperative in furnishing materials requested, facilitating scheduling of interviews, and giving freely of their time to provide a comprehensive overview of the bilingual program at Sarah J. Hale High School and its function within the total school curriculum.

I. CONTEXT

An extensive description of the school and neighborhood was included in the 1980-81 evaluation report (O.E.E., pgs. 2-4). Since the neighborhood context and language use in the community has not changed significantly, a summary of these data follows.

Project BECOME is housed in the "west wing," a separate and newer building than the fifty-year-old main building of Sarah J. Hale High School. It is located at 500 Pacific Street near downtown Brooklyn and one block from the Atlantic Avenue subway stop which makes it convenient for commuting students. Also, since Sarah J. Hale is a centralized cosmetology center for New York City, it draws students from all over the city.

The bilingual program administrative office and classrooms are housed in the "west wing" and students go to the main building for E.S.L., mainstream content courses, electives, vocational courses, art, and physical education.

NEIGHBORHOOD CONTEXT

The area surrounding the high school is in a state of flux with some sections deteriorating and others in the process of renovation. It appears, however, that like many areas in Brooklyn, this one is also trying to rebuild and maintain businesses and housing in the neighborhood.

Extensive information concerning the vicinity surrounding the high school as relates to ethnic composition, housing facilities, community resources, and the socio-economic status of the inhabitants can also be obtained from the 1980-81 evaluation report which is summarized below.

The immediate area is one characterized by complex processes of urban decay, change, and renovation. Located near a once thriving commercial zone, some areas are seriously deteriorated with many empty stores, decaying multistory buildings and brownstones. In other areas, renovation is taking place, and numbers of middle-income families are moving into the neighborhoods. On nearby Fulton Street, considerable efforts are being made to upgrade stores and shopping services in the area.

On the whole, the area is still one of old or aging brownstones, small factories, and struggling businesses. Because of its central location, the area is well served by public transportation.

The ethnic composition of the immediate area is largely black American, Hispanic, and Haitian, in that order. All of these groups are predominantly working class. To the west, along Atlantic Avenue, a sizeable Middle Eastern community is located. Students from these families are not represented in any numbers at Sarah J. Hale.

LANGUAGE USE IN THE COMMUNITY

The families of Haitian students tend to use Creole or French at home and with friends outside their homes. Spanish is spoken in the houses of Hispanics and in some small local businesses, but English generally prevails in the community (much of it Black English). While bilingual program students (especially Hispanics) tend to use their native language with their peers and in their classes, the neighborhood is not as a whole linguistically isolated.

Presently, the area remains relatively stable and the only noticeable demographic change indicated is that the size of the Haitian population has increased while the Hispanic population has diminished slightly. At this point, however, no significant statistical difference can be seen as compared to last year.

Information provided by the program advisors at the school indicates that although there is considerable mobility in the community, approximately 85 percent of the students live in the attendance area and attendance patterns are consistently high in the bilingual program (93 percent as compared to 75 percent for the student body at large). Those students not living in the immediate area commute from all boroughs in order to obtain the career degree in cosmetology.

Some of the services provided by the community include: the public library, Bureau of Social Services, CETA, Youth Employment Act, Solidaridad Humana (offering high school equivalency and basic skills training), and the Boerum Hill Community Association. In addition, numerous businesses in the area hire Sarah J. Hale students for part-time and summer work.

HISTORY OF SERVICES TO LEP STUDENTS AT SARAH J. HALE

Sarah J. Hale High School is located near and serves one of the oldest Puerto Rican communities in New York City. The E.S.L. classes were initiated more than ten years ago. From 1975 to 1980 there was a Title VII grant, Project SABER which served Hispanic students with bilingual instruction. When the funding cycle ended, a new proposal was funded which included a Haitian component. Project BECOME is funded for three years, from 1980 to 1983.

II. STUDENT CHARACTERISTICS

STUDENT CHARACTERISTICS IN THE SCHOOL AS A WHOLE

The school population comprises an admixture of black American, Hispanic, and Haitian students. Since Haitians are generally tabulated within the category of "black," it is difficult to realistically assess their representation in the population. Nevertheless, enrollment patterns in the school indicate an increase in the Haitian population concurrent with a slight decrease in the Hispanic population. Table 1 presents a general breakdown of the population at Sarah J. Hale.

TABLE 1

Population changes at Sarah J. Hale High School, 1974/75-1981/82

Year	% Black	% Oriental	% Puerto Rican	% Other Hispanic	% Other	Total Register
1974-75	45.9	0.1	40.5	3.7	9.7	2,223
1976-77	42.4	0.5	35.9	9.7	11.6	2,605
1978-79	56.2	Asian 1.0	Hispanic 36.6		White 6.2	2,589
1979-80	62.6	0.3	33.3		3.7	2,797
1980-81	62.9	0.5	33.5		3.1	2,650
1981-82	64.8	0.6	32.1		2.4	2,416

Source. School Profiles, 1974-75 and 1976-77; Office of Student Information Services, Pupil Ethnic Composition Reports of October 1978, 1979, 1980, 1981.

Of the students at Sarah J. Hale who are from other-than-English language background, most continue to be Hispanics. The estimated language background of Sarah J. Hale students is as follows:

TABLE 2

Home Languages of Students in the School as a Whole (as of Spring, 1982)

Language	N	Percent of Total Enrollment	Approximate Number LEP
Spanish	1,520	57	150
French/ Creole	165	6	125
Arabic		Negligible	
Portuguese		Negligible	

Source. High School Data Form for Consent/LAU Report September 30, 1981 based on a total school register of 2,650.

As may be seen from Table 2, Project BECOME proposed to serve all those students identified as of limited English proficiency (LEP). The native Arabic and Portuguese speakers, however, can not be provided with native-language instruction because of their small numbers. They receive intensive instruction in English as a second language and are served in mainstream classes.

PROGRAM STUDENTS: BACKGROUND CHARACTERISTICS

The breakdown of countries of origin of program students reflects the general shifts in population noted for the whole school. Table 3 presents information on the countries of origin reported for program students.

TABLE 3

Number of Project BECOME Students by Language and Country of Birth

LANGUAGE	COUNTRY OF BIRTH	NUMBER	PERCENT
Spanish			
	Puerto Rico	52	26.7
	Dominican Republic	23	11.8
	Colombia	3	1.5
	Panama	10	5.1
	Ecuador	5	2.6
	Guatemala	10	5.1
	Chile	2	1.0
	Mexico	1	0.5
	Costa Rica	1	0.5
	El Salvador	6	3.1
	Honduras	1	0.5
Haitian/Creole			
	Haiti	81	41.5
TOTAL		195	100.0

Source. Individual student data capture forms submitted by Program BECOME.

- The highest percentage (41 percent) of students served were born in Haiti and speak French/Creole at home.
- Twenty-six percent of the students were born in Puerto Rico, and 12 percent were born in the Dominican Republic. The rest of the Hispanic students were born in Central and South America.
- All Hispanic students speak Spanish at home.
- All students are foreign-born.

Sex

In the school as a whole, approximately two-thirds of the students are female, reflecting the school's history as a girls' vocational high school, specializing in cosmetology, health careers, and office skills. Males were admitted eight years ago, and vocational offerings have been expanded. The school was designated as a comprehensive academic high school in 1976.

In the bilingual program, the balance of male and female students is somewhat more equal, although girls tend to outnumber boys in grades ten and twelve. Table 4 presents these data, as well as the total number of students served in each grade. Relatively little attrition of female students appears in the upper grades, while that for males is somewhat greater.

TABLE 4

Number and Percentages of Bilingual Program Students by Sex and Grade

Grade	Male N	Percent Of Grade	Female N	Percent Of Grade	Total N	Percent Of All Students
9	20	35	37	65	57	29
10	33	45	40	55	73	37
11	15	45	18	55	33	17
12	12	37	20	63	32	16
TOTAL	80	41	115	59	195	99

. Female students outnumber male students at each grade level.

. Student enrollment varies by grade. Most students are enrolled in grade 10.

Age

Project BECOME, like the majority of other bilingual high school programs in the nation, has the constant problem of overage students at the various grade levels and especially at the tenth-grade level (see Table 5). An assessment of the situation requires an analysis of immigration patterns, number of years in bilingual programs, etc. For example, if a student arrives in the United States at the appropriate age for entering high school, the school is obligated to accept the student regardless of prior educational background. This leads to a situation in which students arrive with a wide range of linguistic and academic skills. It is reasonable to assume that students may be given the benefit of the doubt and promoted the first time to the tenth grade. However, the concept of cumulative deficit makes it proportionately more difficult for the same students during the second year (tenth grade) to catch-up academically. This is probably the point where many students are held-over.

Another factor may be that students often reach the age (around the tenth-grade level) of legally dropping-out of school to work. Since there is pressure, especially for the males, to contribute to the family income, there may be a greater tendency to lose bilingual program students here.

One of the evaluators raised the problem of "overage students" with the project coordinator and faculty in order to gain insights into their perceptions about the causes, consequences, and possible solutions to this complex problem. The project coordinator stated that students nineteen years of age and older were encouraged to stay and finish their academic careers if it meant a year or two in spite of the pressures placed on these students to leave school for work. If the students had difficulties, however, because of feeling self-conscious about their age, they were referred to a high school equivalency program in the community (Solidaridad Humana) as another avenue for acquiring the diploma.

In summary, some of the major variables contributing to the overage problem seem to be:

1) immigration patterns;
2) age and level of education for students entering ninth grade in the United States;
3) pressures from family and peers to leave school and work given socio-economic circumstances;
4) differing levels of educational preparation in countries of origin.

There is a sense among those working with the overage bilingual students that with support services and special individual attention, the overage students have an opportunity to complete their degrees rather than drop-out as has been the case in the past. The staff is open and willing to work with this particular target population at Sarah J. Hale High School.

TABLE 5

Number of Project BECOME Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
13	1	0	0	0	1
14	16	3	0	0	19
15	17	11	0	1	29
16	13	31	5	1	50
17	7	17	5	7	36
18	2	5	13	8	28
19	0	6	5	6	17
20	1	0	3	8	12
21	0	0	1	0	1
22	0	0	1	1	2
TOTAL	57	73	33	32	195
OVERAGE STUDENTS:					
NUMBER	23	28	23	16	90
PERCENT	40	38	70	50	46

Note. Shaded boxes indicate age range for the grade.

- Forty-six percent of the program students are overage for their grade. The highest proportion of overage students is in grade 11.
- Most program students are 16 and 17 years of age. Most of these are in grade 10.

III. PROGRAM DESCRIPTION

PROGRAM ORGANIZATION AND PERSONNEL

The bilingual program at Sarah J. Hale functions within the school as a unified department reporting directly to the principal. The program coordinator has responsibility for all administration and supervision, including instructional, training, personnel, and fiscal matters. This year Project BECOME included one grade advisor (Hispanic group) and one Haitian grade advisor who was on leave, the bilingual curriculum specialist, four education assistants, and several classroom teachers funded from various sources. Two family assistants who were working with the project last year were on leave from the program for academic year 1981-82. Figure 1 presents the organization of Project BECOME.

The project coordinator is responsible for program matters, and she works closely with the grade advisor in organizing student activites outside the realm of academics. Additionally, she follows-up on advisement and counseling activities and serves in a coordinating and advisory capacity to all bilingual program personnel and students. The grade advisor for the Hispanic students also teaches social studies classes in addition to his counseling/advisement role.

Curriculum development in Spanish and all testing is the responsibility of an experienced staff member who also teaches science courses in Spanish. In addition, other staff members are constantly modifying and creating new materials for their subject areas in the native languages.

Supporting instruction in the classroom is carried out by four educational assistants (three Spanish-speaking and one French-speaking). During academic year 1981-82, the family assistants were on leave thus increasing the workload of the grade advisor, teaching faculty, and program administration.

The program's bilingual secretary carries more responsibility than her title implies. She is involved with the total functioning of the program as well as the record keeping and clerical tasks inherent to her position.

The bilingual students are served by approximately eleven bilingual and mainstream teachers who offer English language arts, native language arts, and content-area instruction (please refer to Instructional Component for a detailed discussion of course offerings).

PROGRAM OBJECTIVES

Specifically during its second year of operation, the program proposed the following objectives for 1981-1982:

1. It is expected that the mean post-test reading score achieved by program students on the Interamerican Series Prueba de Lecutra and Science Research Associates' Test de Lecture will surpass that of mainstream students at the .05 level of statistical significance when results are submitted to an analysis of covariance;

2. It is expected that the mean post-test reading score achieved by program students on the Criterion Referenced English Syntax Test will surpass that of mainstream students at the .05 level of statistical significance when results are submitted to an analysis of covariance;

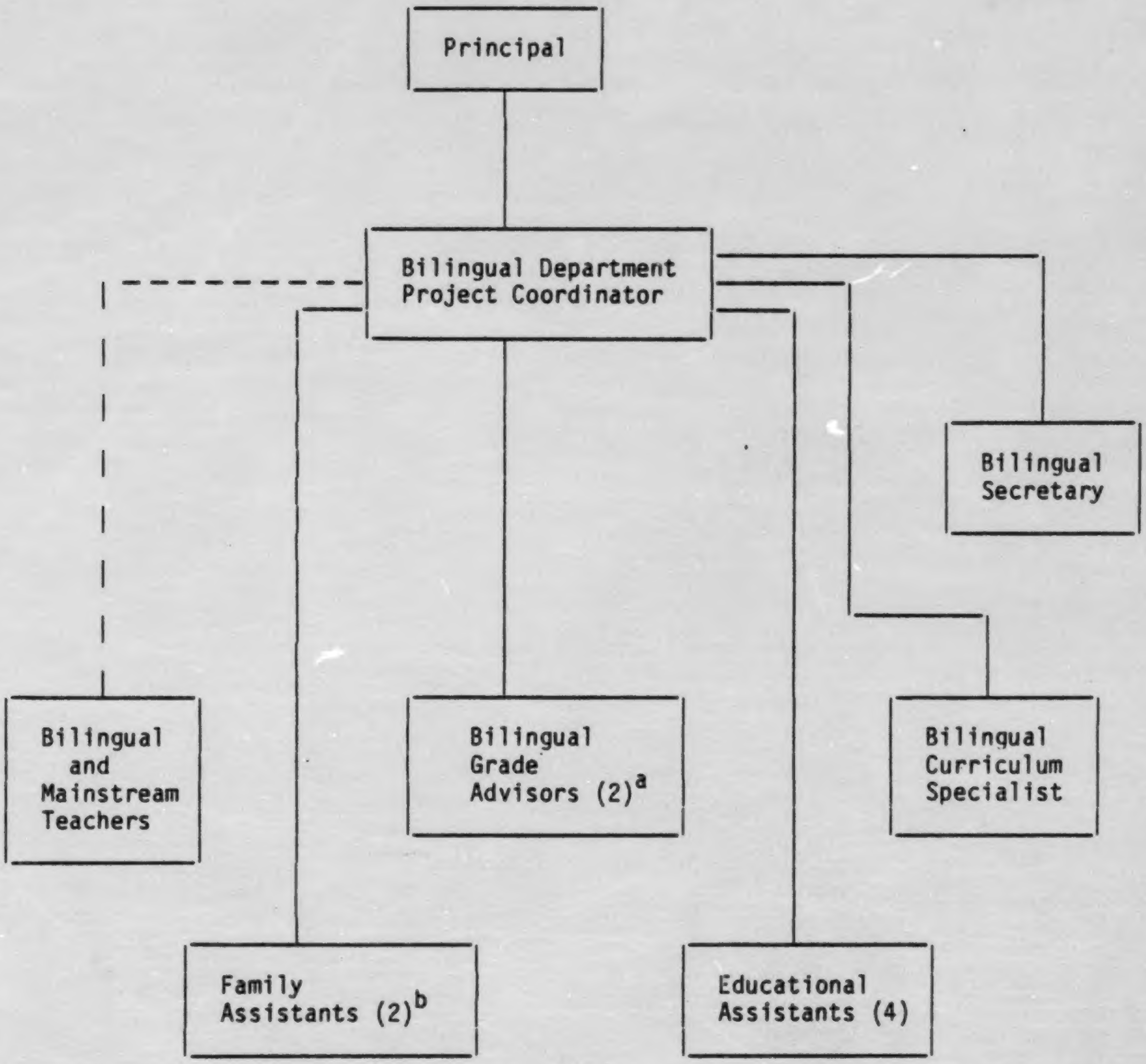
3. It is expected that the mean post-test reading score achieved by program students on the Test of English Proficiency in English Language Skills will surpass that of mainstream students at the .05 level of statistical significance when results are submitted to an analysis of covariance;

4. At the end of the school year, significantly more of the program students will pass tests in mathematics, social studies, and science than mainstream students;

5. At the end of the school year, significantly more of the program students will pass tests in the vocational areas of

Figure 1

Organization of Project BECOME, 1981-1982


Principal
Bilingual Department Project Coordinator
Bilingual Secretary
Bilingual and Mainstream Teachers
Bilingual Grade Advisors (2)a
Bilingual Curriculum Specialist
Family Assistants (2)b
Educational Assistants (4)

[a] The Haitian grade advisor was on leave during academic year 1981-82.
[b] On leave during academic year 1981-82

——————— Supervisory Relationship

- - - - - - - - Collaborative Relationship business education, cosmetology and health careers than mainstream students;

6. At the end of the school year, it will be demonstrated that the average monthly attendance of program students will exceed the average monthly attendance of mainstream students.

FUNDING OF THE BILINGUAL PROGRAM

The bilingual program at Sarah J. Hale High School is supported by funds from tax levy, E.S.E.A. Title I, and E.S.E.A. Title VII. Given the variety of tasks and limited staff, staff responsibilities are complex, making charting of funding sources and program components difficult. Tabular presentations of staffing and funding patterns follow for Hispanic and Haitian students.

TABLE 6

Funding and Staffing of Instructional Services to Both Hispanics and Haitians, Spring 1982

Area	Funding Source(s)	Number Of Personnel Teachers	Number Of Personnel Paraprofessionals
E.S.L.	Title I	2	2
Reading (English)	P.S.E.N.	3	
Typing	Tax Levy	3	2[a]
Cosmetology	Tax Levy		

---

[a] Two bilingual education assistants (one Hispanic and one Haitian) have responsibilities in the above subject areas. They are paid by Title VII.

Many teachers serve bilingual students part-time, teaching one or two bilingual classes in addition to other, mainstream classes.

Table 7 provides information on the funding and staffing of courses in which the medium of instruction is Spanish (native-language and content-area instruction).

TABLE 7

Funding and Staffing of Instructional Services Provided for Hispanic Students, Spring, 1982.

Area	Funding Source(s)	Number Of Personnel Teachers	Paraprofessionals
Spanish	Tax Levy	2	
Mathematics	Tax Levy	1	
Social Studies[a]	Title VII	1	
Science[a]	Title VII	1	

[a] These are ancillary instructional services performed by the curriculum specialist and the Spanish grade advisor.

Table 8 presents the staff members providing courses to Haitian students (in which French and Haitian Creole are the languages of instruction).

TABLE 8

Funding and Staffing of Instructional Services to Haitian Students, Spring, 1982

Area	Funding Source(s)	Number Of Personnel Teachers	 Paraprofessionals
French	Tax Levy	1	
Mathematics	Tax Levy	1	
Social Studies	Title I	1[a]	

[a] These are ancillary instructional services performed by a Haitian teacher who also conducts the E.S.L. class.

Funding for the non-instructional components of the program is presented in Table 9. The table combines those staff members providing services to Haitian and Hispanic students.

TABLE 9

Funding of the Non-Instructional Components of Project BECOME: Services to Hispanics and Haitians

Activity	Funding Source(s)	Personnel
Administration and Supervision	Title VII	Project Coordinator Curriculum specialist (Spanish) Bilingual secretary
Curriculum Development	Title VII	Curriculum specialist (same as above)
	Tax Levy	Bilingual grade advisor (Haitian)[a]
Supportive Service (counseling and advising)	Title VII	Bilingual grade advisor (Spanish) Curriculum specialist (same as above)
	Tax Levy	Bilingual grade advisor (Haitian, same as above)[a]
Staff Development	Title VII	Project Coordinator
Parental and Community Involvement	Title VII	Family assistants (1 Hispanic, 1 Haitian)[a]

[a] On leave

STAFF CHARACTERISTICS

Several members of the Project BECOME staff have had extensive experience in bilingual education and have taught in Sarah J. Hale High School for numerous years. The Hispanic staff members have generally taught five years or more in the program and mainstream teachers serving program students have also had extensive experience in their areas of specialization (E.S.L., stenography, typing, and cosmetology) prior to their collaboration with the bilingual program.

In terms of the educational assistants' background, two have bachelor's degrees and the other two have at least 60 credits while the bilingual secretary has an associate's degree and extra college credits. All those staff members who do not yet hold a bachelor's degree are presently working towards that end.

TABLE 10
Staff Characteristics: Professional and Paraprofessional staff

Position	% Time Spent In Function	Date Hired	Education	License(s)	Years of Experience (Monolingual)	Years of Experience (Bilingual)
Project Director	100	9/75	B.A. English M.A. English Professional Diploma Administration and Supervision	N.Y.C. English Day High School N.Y.C. N.Y.S.	13	7
Curriculum Specialist/ Bilingual Science	60 40	9/77 9/77	B.A. Spanish M.A. Bilingual Education	N.Y.C. Spanish Day High School N.Y.C.	--	5
Grade Advisor (Hispanic)/ Bilingual Social Studies	60 40	9/76 9/76	B.A. Social Studies M.A. Bilingual Education M.A. Adm. and Sup.	N.Y.C. Bilingual Social Studies N.Y.C. Day High School	5	6
Math Teacher Bilingual	100	9/75	B.A., M.A., Ph.D. M.S.	N.Y.C. Math Bilingual Day H.S.	6	7
French Teacher	100	9/77	B.A., M.A. French	N.Y.C., N.Y.S. French	20	--
Spanish Language Teacher	100	9/80	B.A., M.A.	N.Y.C. Spanish Day High School	4	--
English Reading Teacher	100	9/80	B.A., M.A.	N.Y.C. German, French, Spanish Day High School	7	--

TABLE 10 (continued)
Staff Characteristics: Professional and Paraprofessional staff

Position	% Time Spent In Function	Date Hired	Education	License(s)	Years of Experience (Monolingual)	Years of Experience (Bilingual)
E.S.L. Teacher	100	9/76	B.A. E.S.L., M.A. E.S.L.	N.Y.C., N.Y.S. E.S.L.	12	--
E.S.L. Teacher	100	9/80	B.A., M.A. Spanish	N.Y.C., N.Y.S. Spanish	5	--
Stenography and Typing Teacher	40	9/80	B.A., M.A.	N.Y.C. Stenography and Typing Day High School	11	--
Typing Teacher	40	9/80	B.A., M.A.	N.Y.C. Stenography and Typing Day High School	17	--
Cosmetology	40	9/80	B.A., M.A.	N.Y.C. Cosmetology Day H.S.	6	--

Position	% Time Spent In Function	Date Hired	Education	Total Years Of Experience
Educational Assistant				
(1)	100	1968	60 College Credits	14
(2)	100	1969	75 College Credits	15
Family Assistant[a]				
(1)	100	1976	60 College Credits	5
(2)	100	1981	75 College Credits	1
Bilingual Secretary	100	1975	A.S. and 80 College Credits	7

[a] On leave during 1981-82

IV. INSTRUCTIONAL COMPONENT

OVERVIEW

The instructional component of Project BECOME was designed in accordance with the transitional philosophy of bilingual education at Sarah J. Hale High School. It calls for the mainstreaming of students into all-English instruction in either an academic or vocational course of study by the second half of the junior year or the first half of the senior year. Students in Project BECOME are offered a comprehensive program of instruction that taps several funding sources (Title I, Title VII, tax-levy). The design includes three major strands: instruction in and through the native language, intensive instruction in English as a second language (E.S.L.), and mainstream instruction.

Content-area courses in social studies, mathematics, and science are offered in the native language until students are prepared to make the transition into mainstream instruction in their junior and senior year. Pupils are scheduled each semester for two to three periods of content-area instruction per day. Specific course offerings depend on grade level and major area of concentration (vocational or academic). These courses are considered to be parallel in content to those offered in the mainstream curriculum in accordance with the guidelines established by the New York State Education Department for these subjects at the high school level.

The rationale for using the native language in the content areas derives from the premise that limited English proficiency students can progress at a comparable rate in cognitive development to their English-speaking peers if given the concepts in a language they already master. Concurrently they study English until their level of proficiency allows them to study content in that second language. As previously mentioned, this transition is expected to occur during the junior or senior year.

The advantage of this approach is that students are not placed in a learning environment where there is little comprehension until such time as they acquire the basic skills in English.

In addition to being taught content-area courses in their native language, bilingual students also take one period a day of native language arts and culture. The purpose of this part of the instructional design is to promote an understanding and knowledge of one's historical roots and identity. It also promotes development in the native language which, in turn, enhances the student's ability to transfer language skills to a second language (English) in terms of such areas as: reading comprehension, study skills, appreciation of literature, etc.

Students in the bilingual program receive two to three periods daily of E.S.L. instruction prior to making the transition to the mainstream. There are four instructional levels and students are placed in them based on their performance on the Criterion Referenced English Syntax Test (CREST) and Language Assessment Battery (LAB) tests as well as on recommendations from one of the E.S.L. teachers.

A major emphasis is placed on this instructional component since it is the foundation for the preparation of program students for an all-English curriculum in their senior year. The program's commitment to this objective is evident by the number of periods devoted to English language instruction throughout the three-year sequence. Students must demonstrate English proficiency in the four basic skills of listening, speaking, reading, and writing before they can effectively assimilate content in and through English and move into the mainstream.

Bilingual program students take courses in the mainstream curriculum in a variety of ways -- minor courses, vocational training, and academic offerings.

Physical education, art, music, and hygiene courses are offered only in the mainstream instructional program. Consequently, program students are integrated with other students at Sarah J. Hale throughout their high school experience. This is done at no academic loss since the subject matter is considered to be less dependent upon language than content-area courses. In addition, bilingual students' participation in these courses, which are given exclusively in English, offers them greater exposure to the English language within functional settings that demand its use.

Bilingual program students at Sarah J. Hale High School who opt for a vocational course of study are given the choice of following a career sequence in business education, cosmetology, and the health professions. Each of these areas leads to a New York State license and combines coursework with internships to provide first-hand experience for the students prior to their entering the occupational structure. Courses in the career sequence, however, are offered only in the mainstream program of instruction.

The career component consists of a first-year introductory course on "Career and Vocational Education," a second-year, three-course sequence by area of specialization, a third-year sequence in business education, cosmetology, or health professions (three courses in the career choice), and a fourth-year sequence of career courses in the morning with an afternoon internship or job placement.

Bilingual program students who choose an academic course of study are offered electives in English, as well as regular or remedial English instruction in the mainstream. This is done once the pupils acquire levels of proficiency in English that surpass instruction given in E.S.L. courses.

It was reported that during academic year 1981-82, there were approximately 40 program students in the academic area and the remaining 200 were in the vocational sequence studying business education and cosmetology. As of the present, there are no program students in the health professions, but several Haitian students are slated to enter in September, 1982 according to the project coordinator's calculations.

It is interesting to note that prior to 1981, bilingual program students were not represented in the vocational track offered at Sarah J. Hale High School and now the majority of those enrolled in the bilingual program are in the vocational sequence. The faculty attributes this change to the effective English language and academic preparation that the students are receiving through intensive E.S.L. instruction together with content-area courses given through the native language. Additionally, the support services provided by the counselors and administrators are perceived to facilitate the student's successful entrance and completion of the vocational courses.

Table 11 provides typical student programs for academic and career tracks for both French/Creole and Spanish components by grade level.

TABLE 11

Typical Student Programs for Academic and Career Tracks

	Academic Track	
	French/Creole (Track B)	Spanish (Track E)
9th GRADE	2 Periods E.S.L. (Basic) 1 Period E.S.L. Reading 1 Period Social Studies (Caribbean History or World History) 1 Period Math (General or Algebra) 1 Period Language Arts 1 Period Physical Education	2 Periods E.S.L. (Basic) 1 Period E.S.L. Reading 1 Period Social Studies (Caribbean History) 1 Period Math (General or Algebra) 1 Period Language Arts 1 Period Physical Education
10th GRADE	1 Period E.S.L. (Intermediate) 1 Period E.S.L. - Reading 1 Period Social Studies (Haitian History) 1 Period Language Arts 1 Period Math 1 Period Physical Education	1 Period E.S.L. (Intermediate) 1 Period Reading (Corrective) 1 Period Social Studies (Latin American History) 1 Period Language Arts 1 Period Math 1 Period Physical Education
11th GRADE	1 Period E.S.L. (Adv. or Trans.) 1 Period E.S.L. Reading 1 Period Social Studies (American History) 1 Period Math 1 Period Biology 1 Period Language Arts 1 Period Physical Education	1 Period E.S.L. (Adv. or Trans.) 1 Period Reading 1 Period Social Studies (American History) 1 Period Math 1 Period Biology 1 Period Language Arts 1 Period Physical Education
12th GRADE	1 Period Regular English 1 Period Corrective or Remedial Eng. 1 Period Social Studies (Economics and Elective) 1 Period Science or Math (Elective) 1 Period French Literature 1 Period Art (Art/Music) 1 Period Hygiene and Physical Ed.	1 Period Regular English 1 Period Corrective or Remedial Eng. 1 Period Social Studies (Economics and Elective) 1 Period Science or Math (Elective) 1 Period Spanish Literature 1 Period (Art/Music) 1 Period Hygiene and Physical Ed.

	Career Track	
	French/Creole (Track A)	Spanish (Track D)
9th GRADE	2 Periods E.S.L. (Basic) 1 Period Social Studies 1 Period Math (General or Algebra) 1 Period Language Arts (French) 1 Period Physical Education 1 Period Introduction to Careers	2 Periods E.S.L. (Basic) 1 Period Social Studies 1 Period Math (General or Algebra) 1 Period Language Arts (Spanish) 1 Period Physical Education 1 Period Introduction to Careers
10th GRADE	1 Period E.S.L. (Intermediate) 1 Period Social Studies 1 Period Math 1 Period General Science 1 Period Language Arts 2 Periods Career	1 Period E.S.L. (Intermediate) 1 Period Social Studies 1 Period Math 1 Period General Science 1 Period Language Arts 2 Periods Career
	Transitional Year	
11th GRADE	1 Period E.S.L.T. (Transitional) or Regular English 1 Period Social Studies 1 Period General Biology 1 Period Language Arts 3 Periods of Career Choice	1 Period E.S.L.T. (Transitional) or Regular English 1 Period Social Studies 1 Period General Biology 1 Period Language Arts 3 Periods of Career Choice
	Afternoon internship or placement	Afternoon internship or placement
12th GRADE	1 Period English 1 Period Art and Music 1 Period Health Education 4 Periods Career Choice	1 Period English 1 Period Art and Music 1 Period Health Education 4 Periods Career Choice

INSTRUCTION IN AND THROUGH THE NATIVE LANGUAGE

Courses in the content areas, in line with the transitional focus of Project BECOME, provide the students with concepts and English vocabulary needed for effective participation in mainstream classes. These courses are offered in Spanish to Hispanic students and in French to Haitian pupils.

Table 12 lists the content-area courses offered in Spanish and French during academic year 1981-82.

TABLE 12

Bilingual Instruction in Content Areas by Language, Spring, 1982

Course Title	Language Of Instruction
Biology	Spanish
General Science	"
American History	"
Economics	"
Latin American History	"
Caribbean History	"
Remedial Math	"
Algebra	"
Geometry	"
Spanish Language Arts	"
Haitian History	French
American History	"
Fundamentals of Math	"
French Language Arts	"

Note. The average register for all of the above classes was 30 students.

Table 13 lists the textbooks available to students in the content-area courses which are taught in the native language.

TABLE 13

Textbooks in Use in Bilingual Content-Area Classes by Language

Subject Area	Spanish	English	French
Mathematics	Matemáticas Modernas Repaso Matemático Bilingüe Algebra Moderna Geometría y Triogonometría Aritmética-Teórico Práctica	Refresher Mathematics	Multimath - French
Science	Biología Ciencia Introducción a las Ciencias Biológicas La Tierra y Sus Recursos	Modern Biology Everyday Problems in Science Science	
Social Studies	Geografía de América Historia de América Viajemos por América Curso de Historia de América Economía Para Todos El Mundo Iberoamericano El Viejo Mundo y Sus Pueblos Descubrimiento, Conquista y Colonización de Puerto Rico	The Rise of the American Nation Our World Through the Ages China, Japan, India Minorities in U.S.A.	Matins Caraïbes Histoire De La Literature Haitienne Histoire Des Etats - Unis L'Espace Haitien

A total of four content-area lessons were observed; three of them were in Spanish and one in French. In general, the teachers observed were enthusiastic, knowledgeable, and experienced in the subject matter they taught. They were also sensitive to the individual student's need and level of proficiency both in language and content. The students participated actively and attentively.

The lessons observed in Spanish -- biology, general science, and history -- were motivating and engaging for the students. In the biology class, students studied the digestive system and were encouraged to raise questions concerning the digestive process. The teacher was supportive and warm with the students and joked about their misconceptions in an open manner. The general science class consisted of student presentations on the topic of "pollution and ecology." After each presentation, members of the class asked questions of the presenter and offered critiques of the material given. One student, while making his presentation, was observed to read a passage in support of his argument from the science text written in Spanish. The student read in a halting manner and had great difficulties with the vocabulary in the passage, thus bringing into question the appropriateness of the level of this text. In the history lesson, an analysis of the socio-economic problems of Latin American and the Caribbean was performed and the students were observed to identify and explain numerous problems confronted by the countries under discussion. The teacher, who is also the Hispanic grade advisor, had an excellent rapport with the students.

It should be pointed out that although the lessons were conducted almost exclusively in Spanish, most materials available in the classroom were written in English with the exception of the general science class. The instructional appropriateness of these materials (e.g. reading level) for Project BECOME students appears questionable; however, several bilingual teachers considered the inclusion of these textbooks in English as a means of offering the students greater exposure to the English language in accordance with the transitional policy of the program. Another strategy reported by the teachers as effective in facilitating the bilingual students' transition into English was that of presenting key vocabulary in English as well as Spanish.

A history lesson given in French to a group of Haitian tenth-grade students was also observed. The topic of the lesson was the "New Deal." All instruction was carried out in French except for particular terminology (i.e. Social Security Act, Unemployment Act, etc.). The students were engaged actively in the class discussion and asked the teacher many questions related to the subject matter.

The text used in this course, as in the Spanish content areas was in English. Unlike the Spanish-speaking staff, however, the French-speaking teacher explained that the basic problem in offering a history course to Haitian students is the lack of a text written in French and geared to this population.

The Haitian component of the bilingual program is somewhat constrained by limited personnel which during academic year 1981-82 restricted the number of content areas offered in French to three -- American history, world history and Haitian culture. Notably missing are courses in biology, algebra, general math, and remedial math.

An additional concern with the Haitian component of Project BECOME is the fact that most of the content-area courses are offered in standard French and many of the target students may not have had formal instruction through

French in Haiti and thus require the use of the vernacular, Haitian Creole. This concern was expressed by one of the teachers who offers E.S.L. and content courses in French and Haitian Creole. Although the course was not observed, the teacher stated in an interview that she utilized French for the most part in the instructional process but the vernacular was also used as needed.

Students in the program were also given one period of instruction each day in native language arts and reading during each semester of academic year 1981-82. The diverse language skills acquired in these courses were considered by the bilingual staff to help students in their transition to an all-English program. Additionally, pupils in these courses discuss topics that relate to the Hispanic and Haitian cultures respectively.

Although no formal observation of the native language arts lessons were conducted, interviews with two teachers revealed that instruction is organized by level of proficiency from basic to advanced. The less advanced levels emphasize grammar and oral language development while the more advanced levels highlight literature and creative writing skills.

The teachers also pointed out that materials appropriate for the Hispanic and Haitian student populations are scarce and consequently, their biggest challenge is the adaptation, search for, and development of more culturally and linguistically relevant materials.

E.S.L. INSTRUCTION

The Hispanic and Haitian students in the program, although separated for content-area instruction, were grouped together for E.S.L. on the basis of proficiency in English. Students in the program were placed in one of four levels: basic (I); intermediate (II); transitional (III); and remedial English (IV).

The basic level course focused primarily on aural/oral language development and the intermediate level expanded into linguistically controlled reading and writing activities while still seeking to extend participants' oral English language; the transitional course aimed to facilitate pupils' movement into mainstream classes through intensive work in reading and writing; and the remedial English course, designed to be offered during the twelfth grade, gave corrective instruction for students who still need further enrichment in English language skills in the mainstream.

Students in both academic and vocational areas were given a minimum of two daily periods of E.S.L. instruction during academic year 1981-82. This intensive exposure to English is considered key to the students' successful transition to the mainstream.

Table 14 presents a summary of the classes offered to bilingual students in English as a second language.

Table 14

Instruction in English as a Second Language

Course Title	Number Of Classes	Average Class Register	Class Periods Per Week	Description
E.S.L. I	2	25	10	Beginning Level
E.S.L. II	5	25	5	Intermediate Level
E.S.L. III	2	25	5	Advanced Level

Table 15 lists texts and materials available in the E.S.L. classes.

Table 15

E.S.L. Textbooks

Lado English Series
Readers Digest Readers
English 900 Series
American English in Twenty Lessons
Learning American English
Selections for Developing English Language Skills
Webster's New World Dictionary of the American Language
Webster's Spanish-English Dictionary
Family Life in the U.S.A.
How We Live
Your Family and Your Job
People Speak
Scenes of America
Ya Escribimos

A level I E.S.L. class with eight students was observed. The class included both Haitian and Hispanic pupils. The students, carefully guided by a teacher, were discussing the professions they were interested in pursuing. Students questioned each other about their interests. They were observed to be attentive of their classmates and teacher and to attempt to participate by frequently raising their hands. Although the major class activity was participation in a guided oral discussion, the teacher also requested that students answer in writing a few of the questions included in the discussion. As students worked on their written assignment, a paraprofessional assigned to this class assisted several pupils on an individual basis.

A major concern was expressed by the E.S.L. faculty who considered the diversity of students' English proficiency within each E.S.L. level to be an obstacle to effective instruction. One of the difficulties encountered, given this linguistic heterogeneity, is the need for differentiation of instruction. It was further expressed that some students were kept in a particular level or placed in an inappropriate level on the basis of programming concerns rather than English language proficiency. The E.S.L. faculty was generally supportive of the bilingual program's objectives, yet there was a felt need for greater articulation between E.S.L. and bilingual staff for purposes of student placement.

MAINSTREAM INSTRUCTION -- CAREER AND ACADEMIC PROGRAMS

Program students had an opportunity to share with mainstream students by being placed together for courses offered in the career sequence for vocational students and content-area electives for academic students. Additionally, all students were integrated for instruction in physical education, music, art, and hygiene.

Eighty percent of the program students (or 167 pupils) were enrolled in vocational areas of study during academic year 1981-82. These students, according to the director of Project BECOME, were equally divided between the fields of cosmetology and business education. All of the students in the cosmetology program were female while most business education pupils were male. The career sequence is summarized in Figure 2 by grade level.

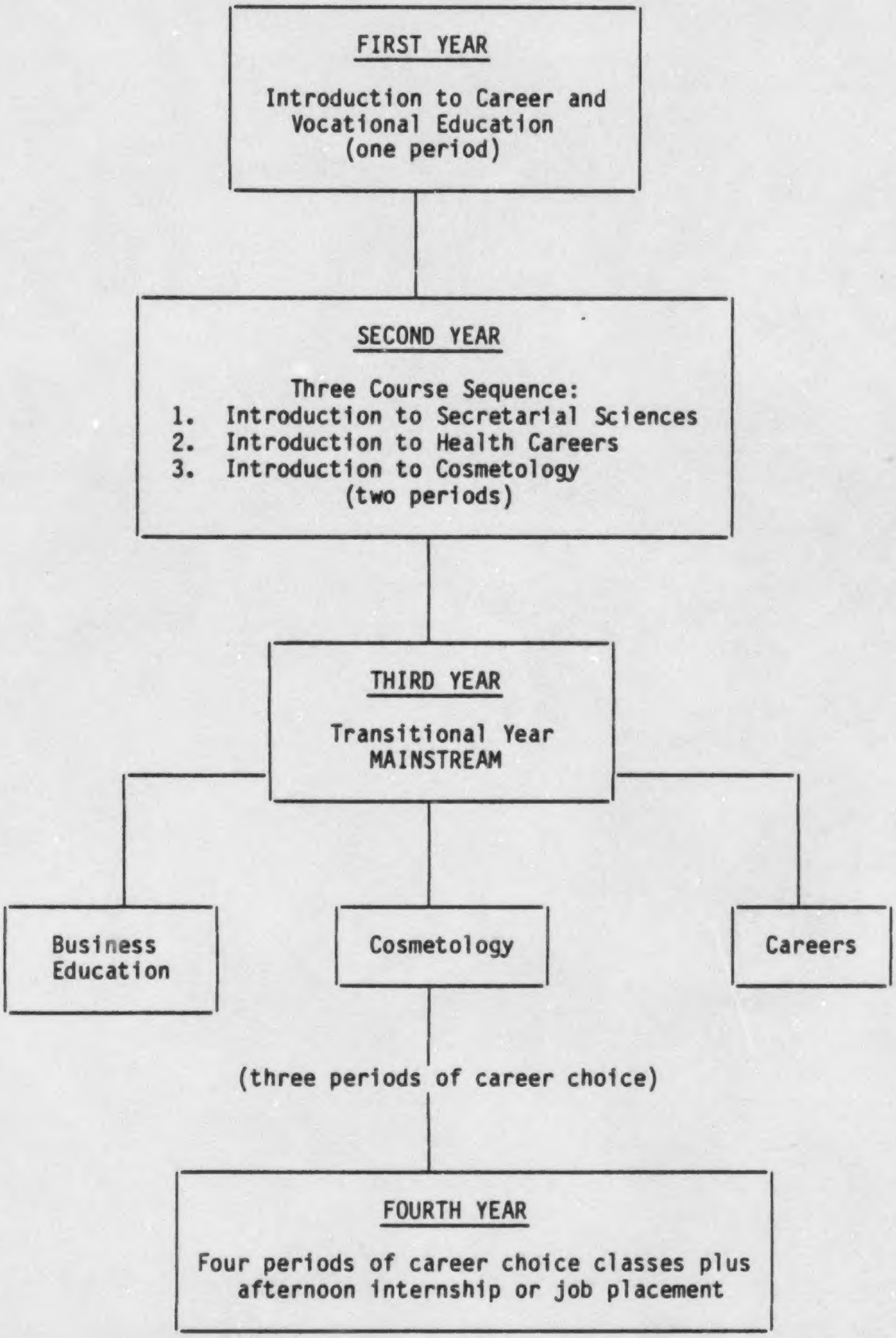
Two vocational classes -- one in cosmetology and one in business edcation -- were observed. These classes consisted of mainstream and bilingual students.

In the cosmetology class, students were practicing the various hairstyling techniques required for the licensing exam. Students were absorbed in their work and language use was at a minimum. An evaluator spoke to a few of the students, however, concerning their career goals and perceptions of the cosmetology field. The students appeared shy and answered hesitantly.

The business education course observed was a shorthand class in which program students from both language groups as well as mainstream students were reading passages from their shorthand books. The students were enthusiastic and supportive of each other when errors were committed. It appeared that shorthand skills are somewhat parallel to language acquisition skills so the students were able to transfer skills from their E.S.L. courses (e.g. decoding processes).

Figure 2

Sequence of Experiences of Students in the Career Track of Project BECOME


FIRST YEAR
Introduction to Career and Vocational Education (one period)
SECOND YEAR
Three Course Sequence:
1. Introduction to Secretarial Sciences
2. Introduction to Health Careers
3. Introduction to Cosmetology
(two periods)
THIRD YEAR
Transitional Year MAINSTREAM
Business Education
Cosmetology
Careers
(three periods of career choice)
FOURTH YEAR
Four periods of career choice classes plus afternoon internship or job placement

Conferences were held with two faculty members from cosmetology and one from business education regarding the program students. All agreed that the practical aspect of their course content which was not language bound gave the bilingual students the advantage of learning through doing and acquiring language skills through interacting with other students, teachers, and materials in English. The use of bilingual paraprofessionals is also an asset for the program students in the cosmetology courses.

All vocational teachers expressed contentment at the achievement in the content area and progress in language skills demonstrated by the program students. They emphasized that the first year in the vocational track was particularly difficult for the bilingual program students due to the technical nature of the subject matter as well as the immersion into all-English content. By the second year, however, the majority of the students were considered to be performing on par with their mainstream peers.

Academic Program

Program students in the academic track take most of their required content courses in the native language. During their senior year, however, they take elective courses (i.e. math, science, etc.) from the mainstream curriculum in English. The students in the academic track have fewer mainstream courses than those in the career track where it is mandatory for them to study content courses (cosmetology, business education, etc.) in English from the ninth grade on. The academic track students, on the other hand, can opt to take all content courses in the native language until their senior year.

LANGUAGE POLICY

Based on the recommendations of the 1980-81 evaluation of Project BECOME, the following analysis of the language policy for the project is presented. It is based on both observations of language use in the E.S.L., content-area and vocational courses with bilingual paraprofessionals as well as conferences held with faculty teaching in these respective areas.

In accordance with the Title VII proposal submitted for Project BECOME, the following language policy is outlined:

1) E.S.L. instruction is to be conducted exclusively in English;

2) content-area instruction is to be conducted in the native language (Spanish/French) starting with 85 percent of the time in the ninth grade and decreasing to 20 percent by the twelfth grade for preparation of bilingual students for transition to mainstream curriculum;

3) the vocational track and mainstream courses are to be taught in English. Paraprofessionals who speak the native languages are to provide support and native language assistance where necessary.

Evaluators' Observations and Comments

Observations indicated that the language policy in terms of E.S.L., vocational, and mainstream academic courses was carried out exactly as specified. Furthermore, the native language content courses (Spanish/French) followed the basic language policy as outlined. The only deviation was the percentage of native language use in the content courses was closer to 90-95 percent than to 85 percent for ninth grade and 75 percent in the tenth grade.

Although there was no formal policy established for the language of instructional materials, most of the courses observed utilized a majority of English language materials. This was especially true in terms of textbooks;

however, many teacher-made curricular materials were presented and in use in classrooms where native language content courses were being taught. The native language materials utilized seemed to be parallel in content to the English materials and the high school curriculum by content area as established by the New York State Education Department.

For the Haitian component, the lack of native language materials creates a situation of improvisation and use of English texts with explanations in French. An evaluator questioned the faculty working with the Haitian program students as to their proficiency in French as compared to Haitian Creole, the vernacular used in Haiti. The responses were that all of the Haitian students had some formal French instruction in Haiti and that there was little difficulty for them in studying the content courses in French. An American history class was observed in French and most students responded to the questions presented to them in French. Several students did not speak, however, so it is difficult to assess the linguistic homogeneity of the group.

V. NON-INSTRUCTIONAL COMPONENTS

The non-instructional component of Project BECOME consists of numerous activities in the areas of support services to students, curriculum development of native-language materials in the content areas, parental involvement, staff development, and extracurricular activities.

SUPPORT SERVICES

Project BECOME prides itself on the support services it provides for students in terms of counseling and academic preparation. The project coordinator and faculty members devote much of their time and efforts in establishing an atmosphere of high expectations, positive feedback, and follow-up with the students.

In conferences with the Hispanic grade advisor and faculty, it was expressed that the program students required considerable individual attention in the first two years in order to prepare them for entrance into the mainstream curriculum. This facilitated self-confidence and a positive outlook toward dealing with others both within and outside of the bilingual program.

An evaluator met with the Hispanic grade advisor at length during which time a group of seniors came in to talk. The atmosphere was extremely open and friendly with conversation revolving around a recent trip to D'Youville College for purposes of assessing the possibility of admission for several of the bilingual program students in the fall. The students spoke with an evaluator and said that the grade advisor helped them set and move toward career goals. According to the director's report, slightly over half of the grade 12 students plan to attend college.

In addition, they enjoyed the fact that he related to their families in activities such as picnics, cultural events, etc. The program faculty in general, interacts with program students beyond the scope of academics and appears eager to participate in all activities related to the students.

Advisement or counseling is conducted on both a formal and informal basis throughout the academic year. Each student meets a minimum of two times with the grade advisor for programmatic planning and decision making. In addition, individuals and groups of students meet on an ongoing basis to discuss concerns, problems, progress, etc.

The Hispanic grade advisor stresses the importance of a support system for the program students which includes role-models, parental involvement, and articulation between programs. Several activities were organized during the 1981-82 school year for both educational and social purposes (see extracurricular activities).

An evaluator's observation of the functioning of the support personnel in Project BECOME was that of genuine interest and concern about student motivation, progress, and integration into the total school community. Few problems seem to exist in the area of drugs, truancy, and other related social upheavals typical of modern urban settings.

The project coordinator and her secretary play a crucial role in the support services provided to the students. There is an atmosphere of caring and concern for the students which encourages them (even former graduates) to stop in to say "hello." During one of the on-site visits, an evaluator met approximately twenty students who came to the office for various reasons. Their questions were either handled on the spot or if calls had to be made, etc., the coordinator and secretary acted with immediacy.

The majority of the bilingual program students have either part-time or summer jobs and the administration, faculty, and counseling staff all assist in making contacts, recommendations, referrals, and especially in assisting with filling out job applications and other forms.

Students are monitored constantly by all personnel in the program as relates to attendance, performance, and students' overall projection. In the classes observed and in meetings with faculty, students who appeared to be undergoing some form of stress, fatigue, etc. were questioned and given support in order to avoid having problems get out-of-hand.

During the 1981-82 year, unlike the previous year, one grade advisor (Haitian) and both family assistants were on leaves of absence which limited home visits and placed an increased burden on the program staff to maintain the follow-up required for dealing with incomplete assignments, truancy, and other areas of concern.

The bilingual program refers students with special needs or problems to community agencies such as: Catholic Charities for tutoring and counseling, Bureau of Social Services, CETA, and Youth Employment Act for job placement, and Solidaridad Humana for high school equivalency and basic skills instruction.

Contact is maintained with faculty from the vocational and mainstream academic tracks in order to ensure academic progress and constancy across programs for the program students. This is of utmost importance in order to avoid a situation where students are able to perform well only within the bilingual program. Since they must deal with a larger context, articulation and follow-up across programs has been an essential part of the support system established by Project BECOME and supported by the administration at Sarah J. Hale High School.

Administrative support is evident from an interview with the high school's principal. He pointed out the school's long-standing commitment to serving children of other than English-speaking backgrounds for the past ten years. Furthermore, he reiterated the program's philosophy of preparing students through the native language and intensive E.S.L. instruction to function successfully in society. He stated that the program would continue on tax-levy funding should the Title VII funds become unavailable at some future date.

The principal demonstrated pride in the program and contentment that the project coordinator came from within the ranks of Sarah J. Hale's faculty. He showed an evaluator trilingual brochures announcing Project BECOME and spoke highly of the cultural activities presented during the year (see appendix).

CURRICULUM AND MATERIALS DEVELOPMENT

Throughout the 1981-82 school year, curricula and materials were developed in Spanish for mathematics, science, and social studies with individual program faculty primarily responsible for these efforts. The rationale for the development of these native-language materials was to expose students to concepts and terminology in their own language simultaneously with the use of English-language materials. The content developed followed the curricular guidelines of the New York State Education Department.

Since the passing of the E.S.E.A. Title VII (Bilingual Education Act), many curriculum and dissemination centers have been funded to provide native-language materials and Spanish is one of the principal target languages due to the numerical representation of limited English proficient Hispanic students in the United States.

In contrast, there is an extreme paucity of materials available for Haitian students and in spite of recent efforts with the influx of Haitian immigrants to the United States, there has not been sufficient time for the adequate development and dissemination of materials for this particular group. There are some agencies, however, which have curriculum specialists with expertise in the area of French/Haitian Creole (see recommendations) so the lack of materials may be rectified in the near future.

An additional problem lies with the linguistic diversity represented by the Haitian population depending on the number of years of formal schooling in Haiti. There is an ongoing debate as to which language(s) should actually be taught in a Haitian bilingual program -- French, Haitian Creole, or both. Numerous materials are available in French but few are geared to the Haitian population with limited French proficiency. Curricular decisions, therefore, need to be made based on an assessment of language proficiency for these students (see recommendations). In addition, contact with other Haitian bilingual programs and materials-sharing could help fill the materials gap.

Several of the bilingual faculty members of Project BECOME expressed a need for identifying, modifying, and acquiring native-language materials especially for the Haitian component. Each one seemed to be working on his/her own in this endeavor. In the future, a collaborative project could help resolve the materials shortage.

PARENTAL AND COMMUNITY INVOLVEMENT

Project BECOME has a bilingual advisory council comprised of program students, parents, and teachers. According to the project coordinator, this body meets monthly and serves the purpose of articulation between the program and the families of participating students. In addition, parents participate in cultural activities and learn about their children's progress through these meetings. Other sources of information to parents consist of the dissemination of the program newsletter, letters, minutes from meetings, invitations to activities, and phone calls. An evaluator was informed about these activities by the coordinator and faculty but no actual documentation was reviewed.

The Hispanic grade advisor expressed his contentment about the parental involvement for the Hispanic component. However, he expressed his concern about the Haitian population since the Haitian grade advisor has been on leave during the 1981-82 school year. Although the Hispanic grade advisor has taken on much of the task of integrating the Haitian students, he feels limited by his inexperience with this component. All of his past interaction, until two years ago when the Haitian component was added to the project, was with Hispanic students. The Haitian E.S.L. teacher has been carrying out the function of support personnel for the Haitian students in the absence of the Haitian advisor and will be granted release time next September to work in conjunction with the grade advisor to strengthen this component for the Haitian students.

STAFF DEVELOPMENT

The project coordinator stated that the major activity in terms of staff development for academic year 1981-82 dealt with the professional preparation of faculty through courses at a local university. Faculty members were enrolled in numerous courses of study from degrees at the B.S. or B.A. level to professional diplomas in supervision and administration.

Few other in-service staff development activities were carried out, according to the coordinator, because the majority of the bilingual faculty members have little need for formal training in bilingual education given their extensive teaching and professional training in this area (average of five or more years). Numerous faculty members attended workshops and conferences, however, which dealt with bilingual education at the Office of Bilingual Education at the Board of Education and professional associations such as the New York State Association for Bilingual Education.

Although in-service training for the bilingual faculty appears not to be a high priority area for Project BECOME based on the experience and expertise of its staff, there seems to be a need for work in this area for the Haitian teachers in particular, given their fewer years of teaching experience and the newness of this component. Furthermore, there is an apparent need for in-service workshops for the non-bilingual faculty working with program students in terms of goals of bilingual education, native-language instruction, etc. (see recommendations).

Another staff development activity sponsored by Project BECOME is a pre-service orientation at the beginning of each academic semester for personnel within and outside of the program to present an overview of the program. This is one vehicle for sharing information as to the project's goals and for demonstrating the school's administrative support of the project since the principal is a speaker at the orientation session. Departmental meetings attended by all project staff are held on a monthly basis at which time concerns, students' progress, special activities, etc. are discussed. Instructional strategies and curricular materials are also said to be topics of discussion at these meetings.

EXTRACURRICULAR ACTIVITIES

Project BECOME, as a product of the joint efforts of the program's administration, faculty, students and their parents holds numerous activities beyond the scope of academics. During the 1981-82 school year, these included family picnics, a senior trip to Washington, D.C., and a trip to D'Youville College in Buffalo to assess admissions possibilities for several of the program's students. In addition, there was a yearly formal dance, a reception for graduating seniors and their families, plays, and publications (see appendix for a copy of "Panorama").

Those working with the bilingual program expressed their satisfaction with the high level of motivation on the part of students and parents to organize and participate in activities beyond those related to the academic preparation offered at Sarah J. Hale High School. Student satisfaction may be considered high if the low rate of attrition is used as an indicator. Information reported on the number of students and reasons for leaving the program show that of 195 students, only 17 left during 1981-82. Most of these students returned to their native country. Some were discharged for unknown reasons or reported truant. The majority of those leaving, however, were in grade 10, the group whose problems were discussed above under the age section.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982. Students were assessed in English language development, growth in mastery of their native languages, mathematics, social studies, science, and vocational education. The following are the areas assessed and the instruments used:

> English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, and III), the Test of Proficiency in English Language Skills (New York City Board of Education);
>
> Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total reading, forms BS and AS, Level III 1950 version);
>
> Reading in French -- Science Research Associates' Test de Lecture;
>
> Mathematics Achievement -- New York City Arithmetic Computation Test and teacher-made tests;
>
> Social studies -- New York City-Wide Examination in Bilingual Social Studies (Spanish and French language versions);
>
> Mathematics performance -- Teacher-made tests;
>
> Science performance -- Teacher-made tests;
>
> Native language classes -- Teacher-made tests;
>
> Attendance -- School and program records.

On the Test of Proficiency in English Language Skills, statistical and educational significance are reported in Tables 20 and 21. Similar data are reported for standardized tests of Spanish and French reading achievement in Tables 22 and 23 and for the New York City Arithmetic Computation Test and a teacher-made mathematics examination in Tables 24 and 25.

Statistical significance was determined through the application of the correlated _t_-test model. This analysis determines whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen*. An effect size for the correlated _t_-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

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*Jacob Cohen. _Statistical Power Analysis for the Behavioral Sciences (Revised Edition)_. New York: Academic Press, 1977, Chapter 2.

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = high ES

The Criterion Referenced English Syntax Test (CREST) was used to measure growth in English language proficiency. The instrument tests mastery of specific syntactic skills at three levels. Levels I and II contain 25 objectives each, such as knowledge of present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced Level III is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items per objective. The items are multiple choice and consist of sentence frames for which students must choose a word or phrase from four possibilities. Mastery of a skill objective is determined by a student's ability to answer three out of four items correctly.

This report analyzes students' performance at the three test levels. Performance breakdowns are reported by both grade and level of test taken with information on the average number of objectives mastered and the average number of objectives mastered per month of schooling (see Tables 16, 17, 18, and 19).

The results of the criterion referenced tests in mathematics, social studies, and science are reported in terms of the number and percent of students achieving the criterion levels set for the participants. Each term is reported separately, as high school students may be programmed for different courses each term. Results of these test adminstrations are reported in Tables 26 and 27 for Spanish-speaking students and Tables 28 and 29 for Haitian students. These tables report the number tested and the percent passing the tests.

Comparisons of the success of program students in mathematics, science, and social studies courses taught in the bilingual program with those of non-program students in similar mainstream courses are contained in Table 30. This information was obtained from the project coordinator.

Rates of success of students in vocational education, business education, and native language courses are reported by course and by grade in Tables 31 through 34. These tables contain the numbers of students reported as taking the relevant courses, and the percent passing, for fall and for spring courses separately.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented by grade in Table 35. This table contains average rate for the school and for the various participant groups, the percent differences, value of the z statistic, and its level of statistical significance.

TABLE 16

Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Fall Semester)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Months of	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Treatment	Gain	Gain/ Month
9	14	8.7	12.6	3.8	1.3	2	8.0	10.5	2.5	0.7	-	-	-	-	-	16	2.9	3.7	1.2
10	15	7.6	10.8	3.2	1.0	12	15.4	16.3	0.9	0.1	3	9.6	13.3	3.6	1.2	30	2.9	2.3	0.7
11	3	7.3	10.3	3.0	1.0	2	18.5	22.5	4.0	1.4	4	8.2	13.5	5.2	1.8	9	2.8	4.2	1.4
12	2	10.5	11.5	1.0	0.3	3	8.3	16.0	7.7	2.4	-	-	-	-	-	5	3.0	5.0	1.6
Total	34	8.2	11.5	3.3	1.1	19	13.8	16.3	2.5	0.7	7	8.8	13.4	4.5	1.5	60	2.9	3.2	1.0

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

- Sixty Spanish-speaking students were pre- and post-tested with the CREST in the fall term.
- More students were tested at Level I than at Levels II and III.
- Spanish-speaking students mastered an average of 1.1 instructional objections on Level I, 0.7 on Level II, and 1.5 on Level III from pre- to post-test in the fall term. Generally, all students did well, with those tested at Level I and Level III meeting or exceeding the program objective of one objective mastered per month.

TABLE 17

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Spring Semester)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered						Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Average Months of Treatment	Gain	Gain/ Month
9	11	4.9	11.9	7.0	1.8	8	7.0	13.6	6.6	1.6	-	-	-	-	-	19	3.4	6.8	1.7
10	5	7.6	14.4	6.8	1.7	14	4.5	11.7	7.2	1.8	1	13.0	14.0	1.0	0.2	20	3.9	6.8	1.7
11	1	5.0	16.0	11.0	3.1	4	17.0	21.5	4.5	1.1	-	-	-	-	-	5	3.7	5.8	1.5
12	-	-	-	-	-	1	10.0	20.0	10.0	1.1	2	7.0	10.0	3.0	0.7	3	0.2	5.3	0.1
Total	17	5.7	12.9	7.2	1.8	27	7.3	14.0	6.7	1.4	3	9.0	11.3	2.3	0.5	47	3.4	6.6	1.2

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

- Forty-seven Spanish-speaking students were pre- and post-tested with the CREST in the spring term.
- Spanish students performed exceptionally well at Levels I and II. The number of responses for Level III was too small to be conclusive. Each grade within Level I and Level II exceeded the program objective of one objective mastered per month.
- Most of the students were tested at Level II in the spring.

TABLE 18

Performance of Students Tested on the Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Haitian Students, Fall Semester)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered						Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Average Months of Treatment	Gain	Gain/ Month
9	18	8.6	18.4	9.8	3.1	2	10.5	14.0	3.5	1.1	-	-	-	-	-	20	3.2	9.2	2.8
10	6	10.8	16.8	6.0	1.8	6	13.3	21.2	7.8	2.5	1	12.0	14.0	2.0	0.6	13	3.2	6.5	2.0
11	1	5.0	19.0	14.0	4.3	3	14.0	17.6	3.6	1.2	-	-	-	-	-	4	3.1	6.2	2.0
12	3	7.6	16.3	8.6	2.7	6	11.5	21.8	10.3	3.3	-	-	-	-	-	9	3.2	9.8	3.0
Total	28	8.8	17.9	9.0	2.8	17	12.5	19.9	7.5	2.4	1	12.0	14.0	2.0	0.6	46	3.2	8.3	2.6

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

- Forty-six Haitian students were pre- and post-tested with the CREST in the fall term.
- More students were tested at Level I than at Levels II and III.
- Haitian students performed exceptionally well at all levels and in each grade. In fact, each grade within Level I and Level II exceeded the program objective of one additional objective mastered per month.

TABLE 19

Performance of Students Tested on the Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Haitian Students, Spring Semester)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered						Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/Month	N	Pre	Post	Gain	Gain/Month	N	Pre	Post	Gain	Gain/Month	N	Average Months of Treatment	Gain	Gain/Month
9	12	12.0	19.6	7.5	1.9	13	13.4	19.4	5.9	1.5	-	-	-	-	-	25	3.9	6.7	1.7
10	5	7.0	17.2	10.2	2.5	10	9.8	16.7	6.9	1.7	4	9.5	13.2	3.7	0.9	19	4.0	7.1	1.7
11	5	12.2	20.8	8.6	2.1	3	11.3	16.3	5.0	1.4	3	13.0	14.3	1.3	0.3	11	3.4	5.6	1.2
12	-	-	-	-	-	4	9.0	18.7	9.7	2.5	5	7.8	11.8	4.0	1.0	9	3.9	6.5	1.6
Total	22	10.9	19.3	8.4	2.1	30	11.4	18.1	6.6	1.7	12	9.6	12.9	3.2	0.8	64	3.8	6.6	1.5

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

- Sixty-four Haitian students were pre- and post-tested with the CREST in the spring term.

- Haitian students performed exceptionally well at all levels and in each grade. In fact, each grade within Level I and Level II exceeded the program objective of one additional objective mastered per month.

- Most of the students were tested at Level II in the spring.

TABLE 20

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Reading Achievement of Spanish-Speaking Students with Full Instructional Treatment on *The Test of Proficiency in English Language Skills*, by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	18	124.72	32.17	138.44	35.55	13.72	.884	3.50	.003	.91
10	38	133.18	41.17	141.18	47.72	8.00	.860	2.02	.050	.45
11	14	166.50	15.61	176.78	12.63	10.28	.931	6.42	.000	1.23
12	19	161.47	25.18	171.78	15.25	10.31	.799	2.83	.011	.78

- Eighty-nine Spanish-speaking students from all four grades were pre- and post-tested with these tests and all groups had large positive gains.

- Gains by students in all grades were statistically significant.

TABLE 21

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Reading Achievement of Haitian Students with Full Instructional Treatment on The Test of Proficiency in English Language Skills, by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	18	122.22	19.77	145.00	20.76	22.77	.838	8.34	.000	1.26
10	16	122.93	20.58	134.93	25.23	12.00	.887	4.07	.001	1.02
11	9	126.88	20.52	137.33	19.15	10.44	.816	2.59	.032	0.95
12	11	135.00	14.86	147.00	8.16	12.00	.839	4.35	.001	1.14

- Fifty-four Haitian students from all four grades were pre- and post-tested with these tests and all groups had large positive gains.

- Gains by students in all grades were statistically and educationally significant.

TABLE 22

Spanish Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Reading Achievement of Spanish-Speaking Program Students with Full Instructional Treatment on the *Prueba de Lectura* by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	18	77.1	2.5	101.1	5.2	24.0	0.558	23.32	.0001	1.392
10	38	74.2	11.9	99.3	17.6	25.1	0.184	7.98	.0001	1.122
11	14	78.0	2.2	104.8	3.5	26.8	0.556	33.68	.0001	1.403
12	20	78.7	1.4	105.9	2.3	27.1	0.306	50.80	.0001	1.412

- Ninety Spanish-speaking students from all four grades were pre- and post-tested with this test and all groups had large positive gains.

- Gains by students in all grades were statistically and educationally significant.

TABLE 23

French Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Reading Achievement of French-Speaking Program Students with Full Instructional Treatment on the Test de Lecture by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	18	70.0	16.9	77.2	7.5	7.2	.17	1.76	.097	.558
10	17	70.1	19.3	77.2	18.3	7.2	.82	2.63	.018	.768
11	9	67.5	18.7	78.4	10.3	10.8	.36	1.83	.104	.7697
12	11	84.9	10.4	89.3	6.5	4.4	.66	1.89	.088	.7168

- Fifty-five French-speaking students for whom data were reported were pre- and post-tested on this test.
- Average pre- to post-test gains ranged from 4.4 raw score points in grade 12 to 10.8 in grade 11.
- Average scores increased at each grade level from the pre- to the post-test.
- The gain for grade ten was statistically significant, while all gains were of moderate educational significance.

TABLE 24

Mathematics Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores
in Mathematics Achievement of Spanish-Speaking Students with Full Instructional Treatment on
the New York City Arithmetic Computation Test in Spanish by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	17	9.4	6.7	13.8	7.5	4.4	.881	5.09	.0001	1.136
10	38	10.2	4.7	13.8	8.1	3.5	.801	4.20	.0001	.8219
11	14	13.9	7.4	17.2	7.6	3.3	.487	1.61	.131	.579
12	20	19.0	8.9	22.8	9.3	3.7	.776	2.74	.013	.764

- Eighty-nine Spanish-speaking students for whom data were reported were pre- and post-tested with the New York City Arithmetic Computation Test.
- Mean score gains ranged from 3.3 raw score points at the eleventh grade to 4.4 points for the ninth grade.
- The gains were statistically and educationally significant for the ninth, tenth, and twelfth grades.

TABLE 25

Mathematics Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Mathematics Achievement of Haitian Students with Full Instructional Treatment on Teacher-Made Mathematics Tests by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	18	64.66	14.96	77.16	5.89	12.50	-0.149	3.14	.006	.86
10	16	72.81	7.67	83.56	11.79	10.75	.818	6.09	.0001	1.19
11	9	71.88	4.56	79.44	9.35	7.55	.589	2.98	.018	1.02
12	11	77.27	8.60	92.63	9.23	15.36	.484	5.61	.0001	1.23

- Fifty-four Haitian students from all four grades were pre- and post-tested with these mathematics tests and all groups had large positive gains.

- Gains by students in all groups were statistically and educationally significant.

TABLE 26

Number of Spanish-Speaking Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Fall)

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Mathematics	20	75.0	41	51.2	14	35.7	17	29.4	92	50.0
Science	19	78.9	36	66.7	13	61.5	5	100.0	73	71.0
Social Studies	19	89.5	41	82.9	12	50.0	20	80.0	92	79.0

- Overall, the passing rate for Spanish-speaking program students enrolled in mathematics was 50 percent in the fall, with the ninth grade having the highest passing rate (75 percent).

- Overall, the passing rate for Spanish-speaking program students enrolled in science courses was 71 percent in the fall. The twelfth grade had the highest passing rate (100 percent) in fall science courses.

- Overall, the passing rate for Spanish-speaking program students enrolled in social studies courses was 79 percent. Eleventh-grade students had the lowest passing rate in this subject (50 percent).

TABLE 27

Number of Spanish-Speaking Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Spring)

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Course	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Mathematics	23	69.6	40	82.5	12	75.0	18	100.0	93	82.0
Science	22	90.9	38	92.1	12	83.3	4	100.0	76	91.0
Social Studies	24	75.0	39	79.5	14	85.7	14	100.0	91	82.0

- Overall, the passing rate for Spanish-speaking students enrolled in mathematics courses increased from 50 percent in the fall to 82 percent in the spring. The twelfth grade had the highest passing rate (100 percent) in this subject.

- Overall, the passing rate for Spanish-speaking program students enrolled in science courses increased from 71 percent in the fall to 91 percent in the spring. Each grade did extremely well with passing rates of 90 percent or more, except for grade 11 students with an 83 percent passing rate.

- Overall, the passing rate for Spanish-speaking program students enrolled in social studies courses increased from 79 percent in the fall to 82 percent in the spring. The twelfth grade had the highest passing rate (100 percent) for social studies in the spring.

TABLE 28

Number of Haitian Program

Students Attending Courses and Percent Passing

Teacher-Made Examinations in Content-Area Subjects (Fall)

Course	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Mathematics	21	38.1	16	62.5	10	80.0	12	100.0	59	64.0
Science	21	61.9	16	81.3	10	80.0	12	75.0	59	73.0
Social Studies	21	85.7	16	81.3	10	70.0	12	91.7	59	83.0

- Overall, the passing rate for Haitian program students enrolled in mathematics courses was 64 percent in the fall. The twelfth grade had the highest passing rate (100 percent) in this subject. It should be noted that these were mainstream courses taught in English.

- Overall, the passing rate for Haitian program students enrolled in mainstream science courses was 73 percent in the fall. The tenth grade had the highest passing rate (81 percent) in this subject.

- Overall, the passing rate for Haitian program students enrolled in social studies courses was 83 percent in the fall. Each grade did quite well in social studies with passing rates of 81 percent or more, except for grade 11, which nevertheless had respectable results with 70 percent passing in the fall.

TABLE 29

Number of Haitian Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Spring)

Course	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Mathematics	29	100.0	23	100.0	17	94.1	11	100.0	80	99.0
Science	29	100.0	23	95.7	17	100.0	12	100.0	81	99.0
Social Studies	29	93.1	23	91.3	17	94.1	12	100.0	81	94.0

- Overall, the passing rate for Haitian students enrolled in mainstream mathematics courses increased from 64 percent in the fall to 99 percent in the spring. Each grade had remarkable results in mathematics with 100 percent passing, except for grade 11 which had a very respectable 94 percent passing rate in the spring.

- Overall, the passing rate for Haitian program students enrolled in mainstream science courses increased from 73 percent in the fall to 99 percent in the spring. Each grade had remarkable results in science with 100 percent passing, except for grade 10 which had a very respectable 96 percent passing rate in the spring.

- Overall, the passing rate for Haitian program students enrolled in social studies courses increased from 83 percent in the fall to 94 percent in the spring. Each grade did quite well with passing rates of 91 percent or more in social studies in the spring.

TABLE 30

Comparison of Performance of Program and Mainstream Students in Content-Area Subjects[a]

(Spring 1982)

	Bilingual Program Students			Mainstream Students			Percentage Points Difference
Courses	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	
Social Studies	105	68	74.25	1516	1010	66.6	7.65
Mathematics	97	78	83.75	716	356	50.0	33.75
Science	68	62	91.0	915	496	54.0	37.0

[a] Information supplied by the project coordinator.

- For social studies, mathematics, and science, the percent passing was higher for the bilingual program than for the mainstream students.

TABLE 31

Number of Spanish-Speaking Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts

Course	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Native Language Arts (Fall)	21	76.2	38	60.5	13	69.2	19	100	91	74.0
Native Language Arts (Spring)	24	66.7	41	65.9	13	61.5	17	100	95	72.0

- Overall, students did well in their native language arts courses. Of the 91 students taking the exam in the fall, 74 percent passed. In the spring, 72 percent of the 95 students who took the exam passed.

TABLE 32

Number of Haitian Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Course	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Native Language Arts (Fall)	21	95.2	16	100.0	10	100.0	12	100.0	59	98.0
Native Language Arts (Spring)	29	100.0	23	91.3	17	94.1	12	100.0	81	96.0

·Overall, Haitian students scored remarkably well with 98 percent passing in the fall and 96 percent passing in the spring.

TABLE 33

Number of Spanish-Speaking Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Vocational Education Courses, By Language of Instruction (Fall and Spring)

Fall	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Stenography (English)			6	100.0	1	100.0			3	100.0
Vocational Ed. (English)			2	100.0					2	100.0
Typing (Span./Eng.)	1	100.0	15	100.0	3	100.0	1	100.0	20	100.0
Vocational Ed. (Span./Eng.)	1	100.0	6	66.7					7	71

Spring	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Stenography (English)			5	100.0	1	100.0			6	100.0
Vocational Ed. (English)			4	100.0					4	100.0
Typing (Span./Eng.)	1	100.0	12	100.0	2	100.0	1	100.0	16	100.0
Vocational Ed. (Span./Eng.)			12	100.0					12	100.0

·Generally, most Hispanic students taking vocational courses in English and Spanish/English performed quite well. All grade levels in each area had passing rates of 100 percent except for Grade 10, vocational education in Spanish/English in the fall.

TABLE 34

Number of Haitian Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Vocational Education Courses, By Language of Instruction (Fall and Spring)

Fall	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Stenography (English)	1	100.0			1	100.0	1	100.0	3	100.0
Typing (Haitian Creole/Eng.)	8	87.5	4	75.0	2	100.0	9	77.8	23	83.0
Vocational Ed. (Haitian Creole/Eng.)	2	100.0	4	100.0	1	100.0			7	100.0

Spring	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Stenography (English)	1	100.0			1	100.0	1	100.0	3	100.0
Typing (Haitian Creole/Eng.)	8	100.0	4	100.0	2	100.0	9	100.0	23	100.0
Vocational Ed. (Haitian Creole/Eng.)	4	100.0	8	100.0	2	100.0			14	100.0

- All Haitian-speaking students enrolled in business/vocational education courses performed remarkably well with overall passing rates of 100 percent in each area except for fall typing taught bilingually.

TABLE 35

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of Mainstream Students

Grade	N	Mean Percentage	Standard Deviation
9	54	93.90	7.81
10	68	92.75	10.15
11	30	91.93	7.75
12	32	95.35	4.26
Total	184	93.41	8.32

Mainstream Attendance Percentage: 75.32

Percentage Difference		
18.09	$z = .6111$	$p = \text{NS}$

•The attendance rate for bilingual students was 18 pecentage points higher than the overall rate for mainstream students.

SUMMARY OF FINDINGS

Student achievement in the various curricular areas is summarized below.

Knowledge of English Syntax

Both Hispanic and Haitian students achieved good rates of mastery of the instructional objectives in the CREST. Overall, Spanish-speaking program students mastered an average of 1.0 and 1.2 objectives per month in the fall and spring, respectively. This met the program criterion of one objective mastered per month of instruction. Students tested on Level II in the fall and Level III in the spring were the only groups failing to meet the criterion.

Overall, Haitian-speaking program students mastered an average of 2.6 and 1.5 objectives per month in the fall and spring, respectively. The one student tested at Level III in the fall and students at Level III in the spring were the only groups failing to meet the proposed objective of one CREST objective mastered per month.

Reading in English

On the Test of Proficiency in English Language Skills, Hispanic students made gains which were statistically significant in all grades.

Haitians tested with this instrument performed quite well. Average scores increased at each grade level from the pre- to the post-test. The gains were statistically and educationally significant for all grades.

Reading in the Native Language

On the Test de Lecture, a test of reading in French, Haitian students in grade 10 achieved generally large gains which were statistically significant. All gains were judged to be of moderate educational significance.

Gain scores for achievement reading in Spanish (the Interamerican series Prueba de Lectura) were statistically and educationally significant at each grade level.

Achievement in Mathematics

Eighty-nine Spanish-speaking students for whom data were reported were pre- and post-tested with the New York City Arithmetic Computation Test. The gains were both educationally and statistically significant for the ninth, tenth, and twelfth grades. The few Haitians with matched pre/post scores on a teacher-made instrument showed slight increases in the average scores for all grade levels except grade eleven. Gains by students in all groups were statistically and educationally significant.

Achievement in the Content Areas

The overall passing rate for Spanish-speaking students in mathematics courses was 50 percent in the fall and 82 percent in the spring. In science, the overall passing rate was 71 percent in the fall and 91 percent in the spring. The overall passing rate for social studies classes was 79 percent in the fall and 82 percent in the spring.

For Haitian program students the overall passing rate in mathematics was 64 percent in the fall and 99 percent in the spring. The overall passing rate for science courses was 73 percent in the fall and 99 percent in the spring. In social studies, the overall passing rate was 83 percent in the fall and 94 percent in the spring.

In general, both the Hispanic and Haitian program students performed well in the content-areas and passing rates increased from fall to spring.

In the content areas, according to information supplied by the program coordinator, bilingual program students achieved passing rates which exceeded the passing rates of mainstream students in comparable classes in every area (see Table 30). In almost all cases, the differences in favor of program students were statistically significant (that is, greater than was likely to have occurred by chance). On the whole, program students met the criterion for achievement in the content areas.

Achievement on City-Wide Tests

According to information provided by the project coordinator, all 12 students who took the city-wide social studies test passed it.

Achievement in Native Language Classes

In courses in their native language, Hispanic students generally achieved high passing rates, ranging from 74 percent in the fall to 72 percent in the spring.

Haitain students achieved very high rates of passing in their French classes. The overall passing rate was 98 percent in the fall and 96 percent in the spring.

Achievement in Business Classes

In business and vocational courses, Haitian and Hispanic students achieved very high rates of success. Overall, the Hispanic and Haitian students achieved 100 percent passing rates in all areas except vocational education (Hispanic students) and typing (Haitian students) in the fall.

Attendance

The attendance rate for the bilingual program students was higher than the overall rate for mainstream students by 18 points.

VII. CONCLUSIONS AND RECOMMENDATIONS

Several of the salient features of the Sarah J. Hale High School's Project BECOME which emerge as a result of the 1981-82 evaluation are:

1) a strong commitment on the part of teachers, support personnel, and administrators to the program students;

2) high attendance rates (approximately 94 percent) for students participating in the project as compared to the rate (approximately 75 percent) for the school population at large;

3) low attrition rates among bilingual program students and no suspensions recorded to date during the 1981-82 year;

4) the option of studying an academic or vocational track in accordance with student needs and career goals;

5) extracurricular activities such as trips, plays, picnics, etc. which involve students, faculty, and parents, as well as a publication entitled "Panorama" which consists of original works by faculty and students;

6) intensive E.S.L. and native-language instruction offered to students concurrently through the middle of their junior year (this assists in the process of mainstreaming for the remainder of their high school careers during which time they study all content courses in English);

7) native-language materials (Spanish) developed by bilingual faculty members for mathematics and science which in combination with texts in English, foster proficiency in English and continued development and maintenance of Spanish;

8) a general sense of accomplishment and support among those participating in the bilingual program (faculty and students) and high expectations are placed on the students;

9) a Haitian club has been formed this year with the assistance of the Haitian E.S.L. teacher who will also have release time next year to counsel the Haitian students (the formation of the club and the services offered by the E.S.L. teacher demonstrate follow-up on last year's recommendation for further development of the Haitian component of Project BECOME [see evaluation report, 1980-81, pg. 91]);

10) the faculty in the vocational track are supportive of the bilingual program's efforts and satisfied with the results in terms of achievement and motivation on the part of the bilingual students;

11) the counseling component of the bilingual program is understaffed this year, but the one staff person working with the students is cognizant of their needs and sensitive to cross-cultural differences which require special attention.

RECOMMENDATIONS BASED ON THE EVALUATION FOR 1981-82

Based on the information provided by the administration, faculty, and students as well as data collected from interviews and classroom observations, the following recommendations are offered from the 1981-82 evaluation of Project BECOME at Sarah J. Hale High School:

1) During the 1981-82 there was no representation of program students in one of the three career sequences offered at Sarah J. Hale, namely, the health professions. An assessment of the reasons why students have not chosen this area of study as a potential career should be conducted. In addition, information concerning the goals and career opportunities in the health professions should be shared with the students either through meetings with faculty and students from that program or professionals brought in to address the students about this field.

2) Given its recent inclusion in Project BECOME, the Haitian component needs more support in materials development, modification, and acquisition for both the academic and vocational sequences. In addition, communication with other Haitian programs locally and at the national level is essential for sharing information and materials for this target population.

3) Given the debate in the field concerning instruction for Haitian students vis-a-vis French or Haitian Creole, an assessment of language dominance and proficiency should be conducted for the students. If it is determined that students are fluent in French, materials and instruction should be conducted in that language. If, however, the students' dominance and proficiency are in the vernacular, Haitian Creole, that language should be utilized for content-area instruction and French be taught as a second language should the community so choose.

4) Based on the number of faculty expressing a dire need for native-language materials for both groups but especially for the Haitian students, technical assistance should be requested from the Bilingual Education Service Center (BESC) at Hunter College, the State Education Department's Bilingual Bureau, and the Office of Bilingual Education of the New York City Board of Education. These agencies have personnel with expertise related to resources and curricular materials for the Hispanic and Haitian populations.

5) Given the concerns about the program students' entry and adjustment in the mainstream curriculum of Sarah J. Hale High School, the bilingual program should continue to prepare students both academically and psychologically for this transition. An emphasis on articulation between mainstream and program faculty should be strengthened.

6) In order to foster interaction between the Haitian and Hispanic students and the mainstream students, efforts are necessary in terms of joint cultural activities. Since the only classes where all the groups are combined are the electives, art, music, physical education, and vocational courses, the students need other vehicles for sharing across groups.

7) The program was at a disadvantage this year due to the fact that the Haitian grade advisor was on a leave-of-absence. This created a situation of overloading for the other support services personnel in the program. The program will need to concentrate on the area of support services for the Haitian students next year in order to compensate and to enrich that component.

8) There is a need for greater articulation with the parents of program students either through Advisory Council activities or other planned extracurricular ones. One possible means of strengthening this might be through having the parents from both groups plan a cultural activity to be shared with the school community at large.

9) One copy of "Panorama," a publication put out by the bilingual program was examined and several spelling and grammatical errors were noted in the Spanish. In the future, all publications should be carefully proofread and edited especially since the content is a product of the students' and faculty's work and merits close scrutiny.

10) The staff development component of Project BECOME needs additional activities in the future, especially for the non-bilingual faculty working with the program students. Several misconceptions about the goals and benefits of bilingual education, instruction in the native language, etc. were manifested by other than bilingual faculty which could be allayed with in-service workshops across programs.

In addition, a materials exhibit by commercial publishers which focuses on Hispanic and Haitian materials would offer the bilingual program teachers some support in the area of materials. This could be followed up with an in-service workshop for the review and evaluation of the materials exhibited.

VIII. APPENDICES

COSMETOLOGY SECRETARIAL STUDIES HEALTH

Put them all together and we have an effective educational program for bilingual Spanish and French speaking students.

Wouldn't this be a good time to look into a high school program which offers students an opportunity to achieve language proficiency and academic preparation with a focus on career training?

SECRETARIAL STUDIES

The Business Education Dept. offers specialized courses with real life experience to give students the basic knowledge, skills, and attitudes, necessary to enter the world of business.

Students in the bilingual program who opt for business education will be offered specialized courses in secretarial sciences with a concentration in typing and stenography in English and the students' own language. Secretarial Science explore shorthand, typewriting, bookkeeping, Dictaphone Operation - leads to - Careers - Bilingual stenographer, Receptionist, Secretary, Word Processing Trainee, Transcribing Typist.

COSMETOLOGY

The Cosmetology program at Sarah Hale provides a dual purpose education. Students earn a cosmetology license while working towards your high school diploma.

As part of the pre-professional training in cosmetology, bilingual students will be offered a course in specialized nail care, manicuring and pedicuring services.

This basic skill course will be credited toward state licensing in Cosmetology, if you decide to enroll in the Educational Option program in Cosmetology for the eleventh and twelfth years. A license in Cosmetology can lead to the following: Supervisor, Teacher, Research Technician, Hair Stylist, Cosmetic Biochemist, Hair Colorist, Wig Stylist, Salon Manager, Salon Owner, Cosmetic Consultant, Make-Up Specialist, State Board Examiner.

HEALTH CAREERS

At the moment, health is one of the most promising fields around. It is the second largest industry in our country with over four and one-half million workers. With increases support of health care by the government more and more people are now able to obtain services. This means there's a big need for trained people not only in hospitals, but in neighborhood clinics, doctors offices, public health agencies nursing homes and day care centers.

Students can opt for a specialized course in nutrition and diet therapy. The courses will include the aspects of preparing a special cultural dietary plan for the Hispanic and the Haitian communities.

As they progress in the health program, they will be offered courses to join the professional health team as: Nurse's Assistant, Dietary Aide, Medical Assistant, Nursery school aide.

Graduates are qualifed for positions as: Nurse's Aide, Dietary Aide, Physician's Office, Day Care Center, Ambulance Assistant, Hospital Orderly, Companion Infant Technician.

Wouldn't this be a good time to obtain more information by contacting:

Mrs. A. Del Valle, Director
852-4231
Mr. J. Trinidad, Counselor
855-2412 Ext. 9

COSMETOLOGIA SECRETARIADO CARRERAS DE SALUD

Poniendolas todas juntos tenemos un efectivo programa educacional para los estudiantes bilingües de habla española y francesa.

No sería este una buena oportunidad para participar de un programa de escuela secundaria que ofrezca a los estudiantes la oportunidad a adquidir habilidad en uso del lenguaje y preparación académica, con enfoque en entremiento de carreras tecnicos?

SCRETARIADO

El Departamento de Educación Comercial ofrece cursos especializados sobre experiencia reales de la vida para darles a los estudiantes los conocimientos basicos, las actitudes y destrezas necesarios para entrar al mundo comercial. Los estudiantes del programa bilingue que opten por tomar educación comercial se le ofreceran cursos especializados en secretariado con una concentración en mecanografia y estenografía en ingles y con el idioma nativo del estudiante. El curso de secretariado explora taquigrafia, meconografia, contabilidad, dictafono que prepara para los carreras de estenografia bilingue, recepcionista, secretarido, procedor de palabra y mecanografia.

COSMETOLOGIA

El programa de cosmetologia en Sarah Hale procure un proposito educacional doble. Los estudiantes obtienen una licensia en cosmetologia mientras trabajan en obtener su diploma de escuela superior. Como parte del curso pre-profesional en cosmetologia, los estudiantes bilingues se les ofrecera un curso especializado en cuidado de las manos, manicurista y pedicurista.

Este curso de destrezas basica sera acreditado para la obtención de la correspondiente licencia del estado en cosmetologia - Si usted decide matricularse en los grados 11 y 12. La licencia en cosmetologia le puede proveer los siguientes carreras: Supervisor, Maestro, Tecnico de investigación, Bioquimica, Teñidor de Pelo, Estilista en pelucas, Gerente de Salón, Especialista en maquillaje, Orientador en cosmeticos, Propietario de un salón, Examinador de la junta estatal.

CARRERAS DE SALUD

En estos momentos la carrera de Salud es una de las mas prometedoras. Es la seguna industria en nuestra nación con aproximademete mas de 4 millones y medio de trabajores.

Con el aumento en al ayuda a las carreras de salud por el gobierno mas y mas personas pueden obtener los servicios. Esto significa que hay una gran necesidad para adiestrar personal no necesariamente para trabajor en hospitales, pero si en clinicas de la comunidad, oficinas de doctores, agencias publicos de salud, casas de salud y en centro de cuidados diurnos. Los estudiantes pueden optar o sea en un curso especializado en nutrición y dietistas. Este curso incluira los aspectos de la preparación de la dieta especial nativa para las comunidad hispanos y haitianos. A medida que el cursos de salud avance se ofreceran cursos para unirse al grupo profesional de salud que son los siguientes: Enfermeras Asistentes, Ayudantes dieteticas, Asistente Medico y ayudantes de escuelas infantiles. No seria esta una buena oportunidad de obtener mayor información poniendose en contacto con: A. Del Valle, al 852-4231 o el Sr. Trinidad, al 855-2412 ext. 9

El programa bilingue ofrece un programa académico y prepariatorio para la universidad.

COSETOLOGIE   SCRETARIAT   CARRIERES DE SANTE

Ces trois champs d'activité represet un programme d'education pratique et fonetionnel à offrir aux etudiants bilingues espagnols et haitien.

Ceci viendrait enrichir à temps un programme de H.S. destine a assurer en même temps à l'etudiant une certaine preparation academique adéquate et enfin un entrainement preliminere à une carriers choisie.

SECRETARIAT

Le Departement de "Business Education" offre des cours specialises bases sur les faits de la vie courante destinée à fournir à l'etudiant les connaissances, la capacité el le comportement necessaire pour entrer dans le monde des affaires.

Aux étudiants bilingues que opten, il sera offert des cours specialises en secretariat avec une concentration en dactylographie et stenographie en anglais et dans la langue premiere de l'etudiant. La science du secretariat comprend la stenographie, la dactylographie, la tenue de livres, le dictaphone et prepare aux carrieres de stenographie, receptionist, secretaire, dactylographe transcripteur, "Word processing" trainee.

COSMETOLOGIE

Le programme de cosmetologie à Sarah Hale dispense une formation à double orientation: les etudiants obtiennent une license en cosmetologie en meme temps qu'ils se preparent pour leur diplome de H. S.

En outre, il est offert à l'etudiante un cours specialise en soins des ongles, manicure et pedicure comme faisant part de sa preparation pre-professionnelle en cosmetologie. Ce cours sera crédite pour l'obtention ulterieure d'une license d'Etat en cosmetologie. Une license superviseur, instituteur, techinicien de recherches, coiffeur de style, cosmeticien-biochemiste, specialiste en teinture des cheveux, specialiste en modelage de perruques, manager de salon de beaute, proprietaire de salon de beaute, consultant en cosmetic, specialiste du maquillage, membre du Jury d'examen d'Etat.

CARRIERES DE LA SANTE

Actuellement, la sante est sand soute une des voies les plus prometteuses; dans notre pays où se comptent plus de quatre millions et demi de travailleurs, la Sante represente la deuxieme industrie. Ave l'aide de plus en plus croissant de gouvernement accorde aux organismes preposes a la sante, les services deviennent plus accessibles a beacoup de gens. Cela signifie qu'il y a une constante demande de gensprepares non seulement pour travailled hospitaux, mais egalement dans des cliniques de quartier, offices des docteurs, etablissement de sante publique, "Nursing Home" et Day Care Centers.

Les étudiantes peuvent aussi choiser un cours specialise en nutrition et diete therapie Ce cours comprendra tous les aspects de la preparation d'un plan special de diete destine à l' element des communautes espagnoles ou haitiennes respectivement. Pendant que les edutiantes avancent dans le programme de Sante ils auront l'opportunite de suivre des cours en vue de se joindre a l'equipe des professionels a titre de: assistant nurse, aide four la diete, assistent medial, aide a l'Ecole d'infirmiere. N'est-ce pas une opportunite d'obtenir plus d'information en contactant: Mr. Del Valle, 852-4231 o Mr. Trinidad 855-2412 ext. 9.

PANORAMA

SARAH J. HALE HIGH SCHOOL
PROJECT BECOME

SOCIAL STUDI
$xy\left(\frac{a+b}{\pi}\right)^2\cos 1 = 0$
$\int ab + x + y(a+b)$
Project Become.
Proyt Bilingu 1982
Sarah J. Hale. H.S.
6/1/82

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Español
Français
Créole

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YOLANDA A. CRUZ

A MESSAGE FROM OUR PRINCIPAL

Dear Student,

I am pleased to take this opportunity to congratulate all PROJECT BECOME students for the fine showing made during the school year.

You have taken advantage of the chances given to you to learn in your native language, while taking steps toward improving your English skills as well. In a very real sense, you're preparing yourself to take an active place in society.

Take pride in the accomplishment being made by students in the program. Many bilingual students are graduating with top honors and are headed for college in the Fall; many other bilingual students are earning excellent grades because their efforts are grounded in good attendance, study, careful classroom preparation which are all lead to top report card grades.

At Hale, everything is provided for you to do well. Take advantage of the opportunity to shape for yourself a future filled with happiness and success.

BERNARD WOLINEZ
PRINCIPAL

A VIEW OF BILINGUAL EDUCATION

The United States is a pluralistic society. It is multicultural and multilingual. In this kind of society, the bilingual education programs are beneficial for the non-English speaking population. It facilitates this population's entry into the dominant "anglo" culture without the loss of one's own identity. Also, it is beneficial for the English speaking population in expanding their cultural horizon. Thus, the two communities, bilingual and non-bilingual are fostering cultural respect and appreciation.

We believe that bilingual education is effective because it helps all non-English speaking students to learn the subject matter and concepts in two languages.

Bilingual education is good for some students because it helps them to develop greater competency in English, to become proficient in two languages and to achieve personal confidence in themselves because their dominant language is used.

Bilingual education is designed to give all individuals the opportunity to become fully articulate and educated in two languages. It makes all participants sensitive to two cultures.

A. N. Del Valle
Director

Queridos Seniors:

A llegado la hora en que nos tenemos que despedir pero dejeme decirle que este no es un adios, sino un hasta pronto porque este es nuestro primer empiezo de nuestra etapa escolar.

Espero que estas líneas les llene de mucho aliento a todos uds. especialmente a mis companeros del 79 porque ellos han vivido buenas y malas experienzas conmigo a los demos a pesar que no los he llegado a conocer muy a fondo dejeme decirles que siempre los aprecio.

Ojala que nunca vaya a pasar una nube del olvido y les trate de borrar todos estos buenos recuerdos y ... si sucede les recomiendo que solo le den una ojeada a esta revista y recobren y vivan lo bonito que fue al estar todos juntos; con esto no les digo que se llenen de melanclia sino que se llenen de alegria a pesar que todos hemos pasado por epocas muy dificiles pero recuerden que no solo uds. las han tenidos sino todos los muchachos de nuestra edad.

A todos les sugiero que nunca pierdan la esperanza de hacer algo nuevo en la vida, recuerden que nosotros somos como un ejemplo para los que ahora empiezan su vida escolar y no solo eso sino mas; y ese es un adelanto para la sociedad de hoy en dia. Para aquellos que piensan seguir sus estudios les deseo que lleguen a su meta final y para aquellos que no les recuerdo que nunca es tarde para llegar a hacer algo util solo basta decir lo voy a hacer y lograrlo y proponerse a hacerlo.

Para todos los graduantes les deseo mucha prosperidad en su vida rutinal y para los que se aproximan les recomiendo que sigan adelante en esta larga caminata.

Y CON ESTO ME BASTA DECIRLES ...

Adios muchachos
compañeros de escuela
barra querida
de estos tiempos
ahora es a mi quien
me tocó emprender
la retirada para así recordarme
lo que era la buena muchachada.

"Adios muchachos
compañeros de mi vida
barra querida de estos tiempos"

Por: Margarita Hernandez

HUMORISMO HISPANICO

Por: Joselyn Abreu

"Ríase Si Quiere"!

En la escuela, la maestra pregunta a Pepito:

Si tienes dos manzanas, una grande y otra pequeña, cual le darías a tú hermano?

Depende - Contesta Pepito
Si es mi hermano mayor o el chiquito.

Dos ladrones miran la vitrina de una joyería.

Que lindo anillo de brillantes - dice uno -¿cuanto costara?

Mas o menos dos años dice el otro.

Mi amor, ven pronto - dice una madre angustiada.

Carlitos se ha tragado los fosforos.

No te alarmes - responde el esposo. Aqui tienes mi encendedor.

Doctor - dice un enfermo recuperado - le estoy muy agradecido por haberme salvado la vida.

Francamente, no se como agradecerle.

Es muy facil - dice el medico, los fenicios inventaron la moneda hace siglos.

Un loco en un manicomio, le dice a otro.

Oye, estas jugando al tenis con una raqueta sin cuadros.

Que importa - responde el otro.
Estamos jugando sin pelota.

Poèmes

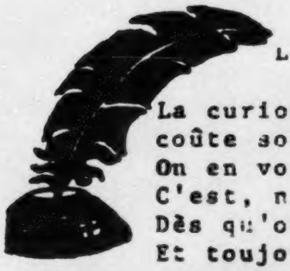
NATURE, HEUREUSE NATURE!

Un chien au loin
Par aboiement sec, mais sûr
Ciselait le silence
Où seule la brise fraîche
Faisait frémir les
branches nues.
L'hiver, comme chaque fois
était triste.
Et la neige timide
Sur le sol gelé
Me portait à admirer
Ce décor simple, mais beau
Où seul un écureuil
Sans se soucier même de son
existence
Dérangea cet ordre
Où les timides bourgeons
Me donnaient l'espoir du
printemps
Qui reviendra avec les
fleurs et les oiseaux.
Mais, de ma face,
des larmes ruisselaient
Puisque à cet instant
Où je contemplais tant de
merveilles
Un enfant pleurait, un
homme mourait
Une famille se divisait et
des innocents souffraient.
Heureusement-
L'écureuil ignore tout cela!

L'OISEAU D'UN RÊVE

Ce matin j'ai eu un songe
D'un oiseau, une mesange,
C'était peut-être un petit
ange.
Mais dans ma tête tout se
mélange.
Ses yeux, c'était tes
jolis yeux
Son chant, les mots mysté-
rieux
Qui nous rendent heureux
Quand nous sommes bien
seuls tous les deux.
Le vent criait un long
poème
Et comme en chaîne
Avec la nature même.
Au bel oiseau j'ai dit:
je t'aime!

MORALITE:



LA CURIOSITE

La curiosité, malgré tous ses attraits,
coûte souvent bien des regrets.
On en voit tous les jours mille exemples paraître.
C'est, n'en déplaise, au sexe, un plaisir bien léger.
Dès qu'on en prend, il cesse d'être,
Et toujours il coûte trop cher.

comment lire le créole ?

Quelques explications sur l'orthographe phonologique employée dans l'écriture de notre langue.

Voici les lettres en usage:

1) LES VOYELLES: a, é, è, o, ò, u, i.
   -- Une seule n'existe pas en français: le ò (o avec l'accent grave).
   -- On a: m o - mo ("mot" en français)
   m ò - mò ("mort" en français)

2) LES CONSONNES: b, ch, d, f, g, gn, h, j, k, l, m, n, p, r, s, t, v, y, z.

TROIS PRINCIPES DE L'ORTHOGRAPHE PHONOLOGIQUE

1) CHAQUE LETTRE N'A QU'UNE VALEUR (qui est sa valeur principale en français)
   ch toujours chantant, comme dans "chagrin".
   g toujours dur, jamais équivalent de j. Ex: gaga, gita.
   m jamais équivalent de n. Ex: on écrit janbon ("jambon").
   s jamais équivalent de z. Ex: légliz ("l'église").
   t jamais équivalent de s. Ex: atansion ("attention").

2) CHAQUE SON S'ECRIT DE LA MÊME FACON, la plus fréquente ou la plus logique en français.

   a- papa, ba, ta / é- pé, bébé, té / è - pè, bèbè, tè.
   o- po, toto, bo / ò- lò, atò, bò / ou - pou, labou.
   oui - boui, koui / ouin - pouin, kouin / oué - joué, louè.
   ouè - bouè, ouè / ay - kay, pay, ayè / éy - véyé, péyé.
   an - ban, dan / in - pin, min, nin / on - bon, pon, tonton.
   ann - bann, rann / inn - lapinn, dévinn / onn - ponn, ronn.
   a-n - pa-n korotchou / i-n machi-n lan vi-n ak gazoli-r.

3) CHAQUE LETTRE ECRITE SE PRONONCE. Donc, pas de consonne finale muette.

   ba, bab, chi, chich, lè, lèt, lèd, tèt, ra, ras, rat, raz.